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Report
Minister of Education
Province of Ontario
(CANADA)
1916

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REPORT

OF THE

Minister of Education

Province of Ontario

FOR THE YEAR

1916

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REPORT

OF THE

MINISTER OF EDUCATION

FOR THE YEAR 1916

To His Honour

COLONEL THE HONOURABLE SIR JOHN S. HENDRIE, K.C.M.G., C.V.O., etc.,

Lieutenant-Governor of the Province of Ontario.

MAY IT PLEASE YOUR HONOUR:

I present to Your Honour the Report of the Department of Education for the year 1916. It includes the school statistics for the calendar year 1915 and the usual reports from certain officials connected with the educational work of the Province.

The War and the Schools

It is a source of pride and satisfaction to me to be able to report once more that the educational system of Ontario, despite the strain and sacrifice entailed by the Great War on all classes of our people, is in a sound and flourishing condition. Not only have the male teachers enlisted freely in defence of the Empire, as will be seen in the list appended to this report, but the total number of such enlistments is creditable considering the small proportion of men in the teaching profession and the fact that many more who desired to offer their services have been prevented by age, by physical disability, or by special circumstances. It should be noted that the women teachers have done their part with zeal and fidelity by exertions in behalf of various forms of patriotic work, and in addition have carried out successfully the duties of teaching the war in the classes according to the programme laid down in the Regulations.

The gallantry and fortitude shown by Canadian soldiers on the battlefields bear testimony both to the noble example set by our teachers during many years and to the efficiency of their instruction in the virtues of courage, faith and loyalty. The people of Ontario will not forget the share taken by the schools in preparing the youth of the country in mind and character, to meet and sustain the severe test imposed by the war.

Pupils and Farm Production

That the war has occasioned some dislocation in school work was to be expected. The provision made in 1916 to withdraw pupils of suitable age from school to assist in the work of the farms of the Province has been continued during the present school year. The necessity of maintaining and increasing the production of food as an important factor in winning the war is the justification for this exceptional measure. It is the duty of the Department to see that the education of the young is not interfered with to any greater degree than is absolutely required for the purpose in view. When the war ends the pupils now in the higher classes of the schools must face the battle of life under conditions which will demand the best training if they are to succeed. The Department feels that it should have the support of the community in providing a curtailment of school courses for those only who can actually assist in farming operations for the increase of production and in preventing the abuse of a privilege which might work lasting injury to the present generation of pupils. The number of candidates recommended in 1916 for promotion and for certificates by school Principals in accordance with the provisions made was 2,028, and it is probable that the number so recommended in 1917, under the amended Regulations, will be considerably larger.

The Supply of Text-Books

The Department has found itself confronted with a problem of unusual difficulty in connection with the supply of text-books. The prices of paper and of all other materials entering into the manufacture of books, have increased, from various causes, to almost unprecedented figures. The control or regulation of the supply of so necessary an article as paper in carrying on the work of the schools is not within provincial jurisdiction. The attention of the Federal authorities has been called to the serious situation now existing. To impose an additional burden upon parents at this juncture, in the shape of higher prices for text-books, is something to be avoided by any practicable measure. The supply as well as the cost of text-books would be placed in jeopardy should existing conditions grow more acute, and to resort to a foreign country for the production of books hitherto issued here would be detrimental not only to the domestic publishing firms, but injurious to the interests of the labour which is equally concerned in the preservation of the book-making industry at home. Schoolbooks, however, have, in my opinion, a claim for consideration superior to other forms of publication, and any serious interruption to their production is not to be contemplated. Pending such action as may be possible by the Federal authorities, I am conferring with the publishers of books, the contracts for which expire in the month of June, 1917, and which it is desirable to continue for at least another year. I believe that the publishers will face the whole situation in a spirit of fairness and with a recognition of the patriotic needs of the time. In any event the prices of former text-books calling for renewal will not be increased during the school year 1917-1918.

The Elementary Schools

The school statistics for 1915 which appear in detail in this report furnish tangible evidence of the growth of the educational system. In connection with the elementary schools three factors of marked significance are pre-eminent:

increased attendance, the larger number of more highly trained teachers employed, and the continued rise in the salary scale. The enrolled attendance was 58,580 more than in 1905, and the increase in 1915 is true of both rural and urban schools. During the ten-year period, 1905 to 1915, the average salary, taking rural and urban schools together, has increased from $514 for male teachers and $348 for female teachers to $902 and $613 respectively. The facts may be briefly summarized in the following table:

	1905		1914		1915		Increase for ten years	
	Male	Female	Male	Female	Male	Female	Male	Female
	$	$	$	$	$	$	$	$
Rural Schools	402	311	614	543	621	549	219	238
Urban Schools	800	413	1276	686	1310	696	510	283
All Schools	514	348	875	604	902	613	388	265

The total school expenditure during the ten years period has increased from $6,161,236 to $14,267,476. The amount paid in salaries has increased from $3,669,230 to $7,614,110. The Legislative grants have risen from $414,004 in 1905 to $849,872 in 1915.

The employment of teachers with higher certificates is another striking proof of educational progress. In 1915 there were 11,850 teachers in the elementary schools exclusive of kindergarten and night school teachers. More than eight thousand of these have received Normal School training and more than one thousand hold first class certificates. The improvement in ten years may be set forth as follows:

	First Class	Second Class	Third Class	Others
1905	580	4018	3248	1722
1914	878	7387	1771	1510
1915	1051	8025	1520	1254

These statistics for the decade under review show that the number of teachers with first class and second class certificates has almost exactly doubled and that teachers with lower grade certificates have decreased in number from about 5,000 in 1905 to about 2,700 in 1915. This is a remarkable proof, if such were needed, that the substitution of Normal trained for Model trained teachers has been successful. The reports from inspectors to county councils and to this Department record the satisfaction with which the change is regarded, indicating as it does that the work of the elementary schools is carried on with greater efficiency than during the previous decade. The supply of teachers shows no signs of falling below the number required annually. There were under training in January, 1917, in the seven Normal Schools of the Province, 1,266 students, of whom 1,129 were women and 137 were men. In addition, 27 students were

taking the kindergarten-primary course at the Toronto Normal School. The attendance at each school at the date named was:

Hamilton	192	Ottawa	185
London	189	Peterborough	176
North Bay	125	Stratford	163
Toronto	236		

In order to prevent overcrowding in any school and to equalize the attendance so as to obtain the best educational results it is necessary to enforce the Regulation requiring students to attend the school situated nearest their own homes.

The elementary schools, which are attended by the vast majority of the pupils, show in many respects a steady average improvement. While there are districts which do not exhibit any unusual progress, there is, on the whole, a gratifying upward tendency. The war has given a marked stimulus to the work done in history, geography and literature. The teachers have been diligent in inculcating the lessons of patriotism illustrated so potently by the great trial through which the British Empire is passing in its splendid effort on behalf of liberty, humanity, and civilization. Wherever possible the erection of new school buildings has been postponed until the war is over.

Continuation Schools

There are at present 132 Continuation Schools in the Province and the work done in them, as will be seen in the reports of the inspectors, ensures their hold upon the localities which they serve. The expenditures in 1915 amounted to $310,794 as compared with $294,125 in the previous year. The amount spent in teachers' salaries was $219,660 as compared with $208,386. The enrolled attendance increased from 6,069 to 6,800. Nearly half the pupils are the sons and daughters of farmers. There are 238 teachers in these Continuation Schools, 68 per cent. women and 32 per cent. men. The average salaries of the assistants remain practically stationary while that of the principals decreased by $13. The average salaries are $1,086 for principals, $742 for women assistants and $708 for men assistants. Ten years ago the average salary for all teachers in Continuation Schools was $573.

High Schools and Collegiate Institutes

The 160 High Schools and Collegiate Institutes had an enrolled attendance of 38,426 pupils in 1915, or 1,960 more than in the preceding year. The total expenditure amounted to $2,470,974. The cost per pupil for teachers' salaries decreased from $40.49 to $38.32, other maintenance expenses from $17.35 to $14.30, while the expenditure on sites and buildings decreased from $36.62 to $11.68 per pupil owing chiefly to the practical completion in the preceding year of large buildings in the City of Toronto the cost of which was included in the statistics of that year. The attendance was derived from the following classes in the proportions stated below: Commercial, 21.86 per cent.; Agriculture, 28.88; Law, Medicine and the Church, 5.49; Teaching, 1.74; the Trades, 18.78; Labouring occupations, 7.67; and other classes, 15.57.

In these schools there are 1,020 teachers, 55 per cent. men and 45 per cent. women. Ten years ago the percentages were 77 and 23 respectively. At that time the average salaries were $1,303 for principals, $1,091 for men assistants

and $762 for women assistants. They are now $1,813, $1,634 and $1,109 respectively. These salaries, however, show a decrease of $23 in the case of principals and $2 in the case of men assistants as compared with the preceding year. The women received an average increase for the year of $5.

The great advance made by these secondary schools in the past decade may be seen in the following table:

Year	Schools	Teachers	Attendance	Teachers' salaries	Government Grants	Value of Equipment	Total Expenditure
				$	$	$	$
1905....	140	689	28,661	666,547	154,953	256,815	1,004,498
1915....	160	1,020	38,426	1,472,673	191,374	715,175	2,470,974

Pensions for Teachers

A measure providing superannuation allowances for the teachers of Ontario is now before the Legislature and should become law in the near future. There is a well-founded belief that legislation of this kind will do much to impart stability to the teaching profession and to retain within its ranks a due proportion of male teachers. A difference of opinion has existed and probably still exists, among the younger teachers as to whether or not they should contribute any portion of their salaries toward superannuation allowances. This opinion, natural enough on the part of those who have no desire to make teaching their life calling, has been given the consideration it deserves, and the bill provides for the return of contributions to those who have taught at least five years. I wish to bear testimony to the unselfish and enlightened attitude of the teachers as a body in accepting cheerfully their share of the obligations which are imposed upon them and upon the Province by the bill. Amendments to it may be required from time to time, as experience may suggest, and the Department will have from the first the assistance of an advisory commission, with representatives of the teachers upon it, in the administration of the law. The adoption of this measure may well be regarded as marking an important stage in the educational progress of Ontario.

Provincial Control of Schools

The decision of the Imperial Privy Council, in the appeals arising out of the Ottawa Separate School Board litigation, has confirmed the judgments previously rendered by the Courts of Ontario that the Legislature has complete control over the administration of all schools in the state system. That any other view could be taken of the rights and powers of the Province over its own schools is difficult to imagine. Obedience to properly constituted authority and respect for law are the fundamental principles of the British system of government the world over, and this Province having decided many years ago that elementary education is compulsory, the manner and the form in which this law shall be framed are clearly within the competence of the Legislature and should be obeyed by school boards. This policy the Department of Education must carry out so that the public interest in adequate elementary training for all future citizens may be fully main-

tained. The necessity of imparting a knowledge of the English language, which is the only official language of Ontario, to all pupils in the schools of the state, does not admit of doubt or argument. The Legislature having unanimously affirmed this policy and having declared that English is the language of the schools, the duty of the Department is plain. The law can be enforced without injury to the feelings, prejudices, or preferences of any element in the Province, and it is by this spirit that the administration of education should be, and is, inspired. The Imperial Privy Council having also decided that the Act to administer the Ottawa separate schools was defective in some respects, these defects will be remedied in accordance with the judgment of the highest court and the law re-enacted.

Schools for Deaf and Blind Children

The reports of the Ontario School for the Deaf at Belleville and the Ontario School for the Blind at Brantford will be found in the appendices. The attendance at the Belleville school is the largest in the history of the school, namely, 143 boys and 132 girls. The work of the classes is highly satisfactory and the training of the pupils in oral methods continues to produce good results. The supply of teachers has been rendered more difficult by the enlistment for the war of two members of the staff, and the illness of others. As the teachers of deaf children require special training not needed by teachers of pupils who can hear, the problem of staffing this school is always exceptional. The Principal, Dr. Coughlin, has met the situation successfully, and the impression produced by the work of the school upon competent instructors in our public schools, like the members of the Frontenac and Kingston Teachers' Institutes, whose visit is recorded in the Principal's report, illustrates the efforts being made to keep up the standard of training and to fit the pupils, as far as possible, to take their places as ordinary members of the community.

The resignation of Principal Gardiner of the School for the Blind in July, 1916, after a long term of service, owing to a desire to resume his literary work during the closing years of his career, furnished the occasion for a thorough enquiry into the work of this school with a view to making such changes in the administration, discipline and branches of training as might be required. A commissioner with the necessary powers was appointed and the person selected, Mr. Norman B. Gash, K.C., of Toronto, investigated the conditions, upon which he has recently reported after full investigation of the school and similar schools in the United States. Before this inquiry could be finished, action was required and it was decided to place the school for the time being more directly under the control of the Department. The Deputy Minister was accordingly instructed to exercise personal supervision of the school and Mr. Clarkson W. James, Departmental Secretary, was appointed Acting Principal. This arrangement has worked well. Changes in the teaching staff, additions to the equipment, and enlargement of the courses for vocational training have been made. The discipline of the pupils is much more satisfactory and the work of the school is progressing well. The Government has invited Sir Charles Fraser, Principal of the Halifax School for the Blind, and justly noted for his experience and success in the education of blind persons, to visit Brantford as the guest of the Province, in order that his advice may be available in the complete re-organization of the school. The invitation has been accepted.

Industrial and Technical Training

An instructive survey of the progress made by Ontario during the past five years in industrial and technical education will be found in the report of Dr. F. W. Merchant, Director of Industrial and Technical Education. The Superintendent of Education, Dr. John Seath, was instructed in 1909 to investigate and report upon the systems of technical education in the chief countries of Europe and in the United States. Based upon the elaborate and valuable report made by him in due course the Industrial Education Act of 1911 was passed. The municipalities were empowered to establish schools for such instruction and to provide for them by taxation. Provision was subsequently made for assistance in the shape of Legislative grants. The expansion has been remarkable. Thus far 42 have been established. Only two urban municipalities where the population exceeds 8,000 have not established schools and most of the small towns that are industrial centres have taken action. There are seven day schools, four being full time industrial schools, and three technical departments of high schools. The attendance of pupils this year exceeds 20,000, despite the war which has greatly interfered with the attendance. The total grants by the Legislature for industrial classes amount now to $211,548. The future progress of the system throughout the Province depends in considerable measure upon the prospect of federal grants following the precedent set in the grants already paid to encourage agricultural training. The whole problem is discussed in his report by Dr. Merchant with special reference to its bearing upon national conservation, the need of providing education for the young after the age of 14, and the urgency of vocational training if the state is to make the best use of its resources. To the conclusions thus stated, I adhere and, as on former occasions, express the hope that the National Government, occupied as it is with the pressing burden of the war, will yet find the time and opportunity to encourage a form of educational development of vital consequence to the future of Canada.

Agricultural Training

The efforts of the Department to give the teaching of agriculture its rightful place in the schools are being energetically carried out by Dr. Dandeno, the Inspector of Elementary Agricultural Classes and his report shows that satisfactory progress is being made. The field of work is extensive and there are many obstacles to a complete realization by the people at large of what the subject means to the welfare of the Province. The providing of teachers qualified to do the work, the adjustments of the school curricula, the co-operation of the trustees and parents and the promotion of intelligent public opinion which is so valuable in all branches of education, call for time and patience. In the meantime the practical projects comprised in school and home gardens, school fairs, and experimental work of every sort arising out of the course in nature study are being encouraged with success and the portion of the federal grant assigned to this Department is being employed to good purpose. The extension of the course given to teachers-in-training in the Normal Schools must, when greenhouses are provided, greatly tend to qualify teachers for carrying on the work in the schools. The release of pupils from the high schools to help in farm production during the war, to which allusion has already been made, serves to impress upon the Province the fact that agriculture is the basis of its prosperity and that a knowledge of the subject is of value to all, even to those whose lot is cast in urban centres.

Public Libraries

The success of the Public Library movement continues under the new Inspector, Mr. W. O. Carson, and his report shows that here too the war has had a stimulating and not a depressing effect. The importance of special training for library workers will be emphasized in future and better facilities provided for the Provincial training school conducted by the Department.

Enlisted Teachers

I append a list of the teachers, as far as obtainable, who have joined the army, including the names of those who have already given up their lives for the Empire.

Respectfully submitted,

R. A. PYNE,

Minister of Education.

March 1st, 1917.

ONTARIO TEACHERS WHO HAVE ENLISTED FOR OVERSEAS SERVICE

According to the reports received to date from Inspectors and Principals, teachers have enlisted for Overseas Service from the several grades of schools, as follows:

Those who have made the Supreme Sacrifice:

High Schools	2
Public Schools	6
Total	8

Other Enlistments Reported:

High Schools	62
Public Schools	286
Normal School Students who did not complete their Courses	27
Special and Temporary Teachers	21
Total	404

Teachers Reported "Killed in Action" or "Missing"

According to the reports received at the Department, the following teachers, on active service, have made the Supreme Sacrifice:

Name.	Cert.	School Where Last Engaged	Report
Charlton, Wm. L.	I	S. S. No. 7, McGillivray	Killed, Belgium, 20/7/16.
Chidley, Philip F.	II	Student, North Bay, N.S.	Killed, 25/4/16.
Ferguson, Wilbert R.	II	Student, North Bay, N.S.	Killed, Zillabeke, 3/6/16.
Govenlock, Thos. E.	H.S.A.	St. Catharines C. I.	Killed, Courcelette, 30/9/16.
Kerr, Frank L.	II	Student, North Bay, N.S.	Killed, Somme, Sept., 1916.
Lee, Harry E.	I	Annette St., Toronto	Killed, October, 1916.
Metcalfe, Geo. A.	II	S. S. No. 2, Neelon	Killed, June, 1915.
Wood, F. H.	Spec., Pr.	Malvern Ave. C. I., Toronto.	Reported Missing, 12/6/16.

High and Continuation School Teachers who have Enlisted for Overseas Service

Name	Cert.	School Where Last Engaged	Overseas Record
Amos, H. E., B.A., D. Pæd.	H.S.A.	Grimsby H. S. (Prin.)	
Atkinson, W. D. T., B.A.	Spec.	Collingwood C. I.	
Bramfitt, Geo. N.	H.S.A.	University Schools, Toronto.	
Brokenshire, M. C.	H.S.A.	Lindsay C. I.	
Brown, Arthur R.	H.S.A.	Watford H. S.	
Butson, Wm. G.	H.S.A.	Bowmanville H. S.	
Carter, Chetwynd S.	H.S.A.	Lakefield C. S. (Prin.)	
Cline, Geo. A., B.A.	Spec.	University Schools, Toronto.	Awarded Legion of Honour.

High and Continuation School Teachers who Have Enlisted for Overseas Service.—Con.

Name	Cert.	School where last engaged	Overseas Record
Cook, Leslie B.	H.S.A.	Sarnia C. I.	Wounded, Somme, 8/9/16.
Cowles, John P., B.A.	H.S. Pr.	Dunnville H. S. (Prin.)	
Crerar, John S., B.A.	H.S. Pr.	Port Rowan H. S. (Prin.)	
Currie, John E.	H.S.A.	Bruce Mines C. S. (Prin.)	
Day, John W.	H.S.A.	Stratford C. I.	
Dunkley, A. W., M.A.	Spec.	Oakwood C. I., Toronto	
Ewing, Chas., M.A.	H.S.A.	Wingham H. S.	
Fielding, E.L., B.A.	H.S.A.	Brantford C. I.	
Foley, Roy S., B.A.	H.S.A.	Central Technical, Toronto	
Glenn, E. H.	H.S.A.	Grand Valley C. S. (Prin.)	
Grandy, Frederick N.	H.S.A.	Barrie C. I.	
Griffin, Selwyn P., B.A.	H.S.A.	Harbord C. I., Toronto	
Hagarty, E. W., M.A.	Spec.	do C. I., Toronto (Prin.) (Returned to Teaching)	
Hartry, R. R.	H.S.A., M.T.	Chatham C. I.	
Harvey, J. Irvine	H.S.A.	Chatham C. I.	
Hill, Kenneth S., B.A.	H.S.A.	Madoc H. S.	
Hiscox, Wm. F.	H.S.A.	Stratford C. I.	
Hughes, Hugh L.	H.S.A.	Princeton C. S. (Prin.)	
Jackson, J. Sandfield, B.A.	Spec.	Listowel H. S.	
Jeffrey, H. G. S.	H.S.A.	Streetsville H. S.	
Jenkins, Jas. T., B.A.	Spec.	Oakwood C. I., Toronto	
Jewitt, Oliver V., B.A.	Spec.	Chatham C. I.	
Jolliffe, Ernest H., B.A.	H.S.A.	Cen. Technical Sch., Toronto	
Keith, Geo. W., B.A.	Spec.	Parkdale C. I., Toronto	
Lamb, Walter J., M.A.	Spec.	Harbord C. I., Toronto	
Lower, A. R. M., B.A.	Spec.	University Schools, Toronto.	
McCamus, Wm. R., B.A.	Spec.	Leamington H. S.	
McDonald, Jas. H., B.A.	H.S.A.	Almonte H. S.	
McGarvin, M. J., B.A.	Spec.	Hamilton C. I.	
McLellan, J. A.	H.S.A.	Kenora H. S.	
McQuarrie, Geo. B., M.A.	Spec.	Oakwood C. I., Toronto	
McQueen, James	Spec.	Cen. Technical Sch., Toronto.	
Manning, Harold G., B.A.	Spec.	University Schools, Toronto.	
Marshall, Geo. A.	H.S.A.	Galt C. I.	
Michell, Wm. C., B.A.	Spec.	Riverdale C. I., Tor'to (Prin.)	
Nesbitt, Robt. N.	H.S.A.	St. Catharines C. I.	
O'Neill, A. E., B.A.	Spec.	Lindsay C. I.	
Odell, J. W., B.A.	Spec.	Cobourg C. I.	
Osborne, Baron	Phys. Dir.	Kitchener C. I.	
Pentland, Geo. E., M.A.	Spec.	Beamsville H. S. (Prin.)	
Rochat, Paul, M.A.	H.S.A.	Harbord C. I., Toronto	Croix de Guerre, wounded, Nov., 1914.
Shier, Walter	H.S.A.	Leamington H. S.	
Snider, Egerton E., B.A.	Spec.	Port Hope H. S. (Prin.)	
Spencer, Watson G., B.A.	H.S.A.	Sudbury H. S.	
Staples, Wm. E., B.A.	H.S.A.	Guelph C. I.	
Symington, Jas. B.	H.S.A.	Napanee C. I.	
Tanton, Francis	H.S.A.	Ingersoll C. I.	
Tanton, John, B.A.	Spec.	Mt. Albert C. S. (Prin.)	
Wallace, Andrew	H.S.A.	Sarnia C. I.	
Watson, E. H. A., B.A.	Spec.	Riverdale C. I., Toronto	
White, Orville R.	H.S.A.	Goderich C. I.	
Willoughby, H. A. G., M.A.	Spec.	Chatham C. I.	
Worden, Ernest	H.S.A.	Guelph, C. I.	
Wright, Wm. J., M.A.	Spec.	St. Mary's C. I. (Prin.)	

Public School Teachers who have Enlisted for Overseas Service

Name	Cert.	School where last engaged	Overseas Record
Adams, Robt. L.	II	Student, Hamilton N. S.	
Aiken, A. W.	II	S.S. 1, St. Joseph	
Anderson, Fred. F.	II	Student, North Bay N. S.	
Archibald, A. W.	I	Dufferin, Toronto	
Archibald, S. W.	I	Massey	
Armstrong, H. E.	I	Carlton, Toronto	
Atkinson, W. L.	I	Brock Avenue, Toronto	
Atkinson, Wm.	II	S.S. 3, Buchanan	
Baker, Albert L.	II	Student, London N. S.	
Baker, Elmer B.	II	Student, Ottawa N. S.	
Barber, Percy L.	I	Essex Street, Toronto	Wounded Somme, Sept. 15, 1916.
Barragar, David	II	Queen Mary, Belleville	
Bean, Howard	II	Breslau	
Bell, Alex. M.	III	S.S. 4, Egremont	
Bell, James Gilbert	III	Student, North Bay N. S.	
Bennie, Robt. E.	III	S.S. No. 4, Pelee Island	
Betterley, A. C.	II	Saskatchewan	
Bigelow, Lewis H.	III	Student, Peterborough N. S.	
Bingle, Thos.	II	King George, Brantford	
Blaney, Robert	II	Frankland, Toronto	
Bonham, Robert L.	II	Alberton	
Boothby, Royal A.	II	Student, Hamilton N. S.	
Boulding, Chas. R.	I	Alexander Muir, Toronto	
Brown, Fred.	II	Havelock	
Buchanan, Wm. P.	I	Carlton, Toronto	
Burns, John Ed.	II	S.S. No. 8, Herschel	
Burt, Arthur C.	II	Essex Street, Toronto	
Byrnes, Chas. F.	II	S.S. No. 3, S. Himsworth	
Call, George W.	II	Dickson, Galt	
Cameron, Ewart D.	III	S.S. No. 4, Huron	
Cameron, Robert C.	I	Winchester Street, Toronto	
Campbell, E. Grant	III	S.S. No. 6, North Cayuga	
Campbell, Goldie T.	Dist.	S.S. No. 5, Tudor Lake	Twice slightly wounded.
Campbell, Gordon A.	II	S.S. No. 5, Ancaster	
Campbell, R. J.	II	Petrolea (Returned to teaching)	
Campbell, Wilfred A.	II	Student, London N. S.	
Cannon, Gerald Wm.	III	S.S. No. 2, Ryerson	
Carpenter, T. T.	M.T.	Manning Avenue, Toronto	
Carr, James B.	II	S.S. No. 2, Scott	
Carruthers, O. K.	I	Manning Avenue, Toronto	
Cavanagh, Wm. R.	I	Balaclava, St. Thomas	
Champagne, Elmo E.	II	Hammond	
Chard, Tom	III	S.S. No. 17, Artemesia	
Christie, Oliver	II	Student, North Bay N. S.	
Clark, Alan	II	Student, Toronto N. S.	
Clark, William	I	Frankland, Toronto	
Collier, Wm. Benson	II	Queen Mary, Hamilton	
Conover, Reginald	II	S.S. No. 9, Nottawasaga	
Copp, Leo W.	II	S.S. No. 5, Smith	
Corneil, Fred. M.	II	S.S. No. 2, Cavan	
Cousins, Archie R.	II	Student, Hamilton N. S.	
Coutts, Wallace M.	II	S.S. No. 3, Tossorontio	
Craig, J. J.	Insp.	Wellington Co., South (Returned to inspectoral duties)	
Cullis, John T.	II	S.S. No. 2, Harvey	
Daniel, T. Edward	I	Dewson School, Toronto	

Public School Teachers who have Enlisted for Overseas Service—Continued

Name.	Cert.	School where last engaged.	Overseas Record.
Davey, Stanley H.	II	Student, Hamilton N. S.	
Davis, Melville, B.A.	III	S.S. No. 7, Lochiel	
Day, Cyrus F.	II	S.S. No. 2, 11 East Zorra	
De Cou, Edward	III	S.S. No. 4, Belmont	
Dewart, John A.	II	S.S. No. 4, Stamford	
Dickson, Arch. C.	I	Grace Street, Toronto	
Dickson, Frank	II	King Edward, Brantford	Seriously wounded Dec. 15, 1916.
Doherty, W. J.	I	Givens Street, Toronto	
Doran, Frank B.	II	S.S. No. 2, Matilda	
Dougall, Roswell P. I.	II	U.S.S. No. 1, Hay & Stanley.	
Drew, O. Cecil	I	Woodville	
Dudgeon, Clarence A.	II	Student, North Bay N. S.	
Duffin, Freeman J.	III	S.S. No. 6, Widdifeld	
Dunlop, John J.	III	S.S. No. 6, Charlottenburgh	
Durst, Wilfrid	III	S.S. No. 8, Sullivan	
Eaid, Chas. R.	II	Alex. Muir, Sault Ste. Marie.	Discharged — developed tuberculosis.
Elliott, Arthur	I	Pape Avenue, Toronto	Wounded Courcelette — invalided home.
Elliott, Fred. W.	I	Bolton Avenue, Toronto	Shell shock, Courcelette.
Elliot, Wm. Ralph	III	S.S. No. 2, Faraday	Recommended for Military Cross, Dec. 20, 1916.
Entwhistle, Robt. G.	II	Almonte P. S.	
Evans, Joseph H.	II	Student, Hamilton N. S.	
Fathers, I. E. J.	III	S.S. No. 3, Dalton	
Ferguson, Robt. I.	III	S.S. No. 4, Chandos	
Fick, Ellis L.	I	Pauline Ave. School, Toronto	
Fiddis, Gordon H.	I	S.S. No. 7, Nottawasaga	
Firth, Alexander	II	Orangeville	
Fleming, Earl	I	Balaclava, St. Thomas	
Forsyth, Gordon O.	I	Dufferin, Toronto	
Foster, Thos.	II	S.S. No. 5, Huron	
Francis, Arthur	III	S.S. No. 7, Brock	
Frisby, Walter C.	I	Kent, Toronto	
Fuller, Robert M.	II	U.S.S. No. 4, Fullarton & Downie	
Fydell, M. R.	I	York Street, Toronto	
Galpin, Hubert B.	I	Talbot Street, London	
Garrett, Fred.	III	Student, London N. S.	
Geddes, John R.	II	S.S. No. 5, East Oxford	
Geddes, Norman	II	S.S. No. 8, Hullett	
Gibson, Edward Lyle	II	King George, Hamilton	
Given, Reginald F.	III	S.S. No. 9, Oso	
Glover, Winfred A.	II	S.S. No. 7, Madoc	
Gollan, Donald S.	III	S.S. No. 20, Osnabruck	
Gollan, Ian A.	III	No. 8, Wolford	
Goodwillie, Chas. A.	II	S.S. No. 11, Osgoode	
Goodyear, Hedley J.	I	Regal Road, Toronto	
Grant, Wm. Hardy	II	S.S. No. 1, Torbolton	
Grassie, Wm. E.	II	S.S. No. 8, Grimsby	
Gray, Joseph E.	I	McMurrich, Toronto	
Gray, William G.	II	Student, London N. S.	
Grierson, Nathan B.	III	S.S. No. 11, Bentinck	
Grieve, Wm. P.	I	Perth Avenue, Toronto	
Haig, Allister P.	I	Regal Road, Toronto	
Halladay, Guy B.	III	S.S. No. 1, Bastard	

Public School Teachers who have Enlisted for Overseas Service—Continued

Name	Cert.	School where last engaged	Overseas Record
Halliday, Clarence P.	I	Ottawa, Normal Model	
Hamilton, Wm. John	Insp.	Distr. Div. No. 2	
Hardy, Albert E.	II	Student, Peterborough N. S.	
Hare, James A.	II	Mossley	
Harkness, Andrew E.	I	S.S. No. 10, Essa	
Hayunga, Geo. H.	II	Student, Ottawa N. S.	
Harris, Max C.	III	S.S. No. 1, Ryerson	
Harvey, Norman	III	S.S. No. 11, Uxbridge	
Henderson, James G.	II	S.S. No. 3, W. & E. Flamboro	
Higham, Harry	III	S.S. No. 11, Sunnidale	
Hill, Jos. P.	I	Pauline Avenue, Toronto	
Holdsworth, John A.	II	King Edward, Brantford	
Holmes, Leslie T.	III	S.S. No. 13, Ameliasburgh	
Honey, S. Lewis	II	Bloomington	
Hoover, Robt.	II	S.S. No. 7, McKillop	
Houston, Wm. John	I	Palmerston Ave., Toronto	
Hunter, George A.	II	Brighton	
Hunter, W. L.	II	Shallow Lake School	
Irwin, W. R.	II	Student, Stratford N. S.	
Isaac, Benoni	II	S.S. No. 17, Haldimand	Shell shock, Sept., 1916.
Jennings, F. C.	I	Glenallan	
Johnstone, Lloyd	I	King Edward, Toronto	
Joyce, Walter, B.A.	II	Central, Brantford	
Kavaner, George F.	Dist.	S.S. No. 13, Storrington	
Kerruish, Hubert B.	I	Jesse Ketchum, Toronto	
Kerruish, Maxwell	II	Paris	
Kilty, Clarence G.	I	Frankland, Toronto	
Kinchsular, Redmond	II	S.S. No. 16, Walpole	
King, Alex. F.	I	Withrow Avenue, Toronto	
Kirk, Wm. F.	I	Jesse Ketchum, Toronto	
Knowles, Albert F.	II	S.S. No. 4, Dymond (Returned to teaching)	
Knowles, Morley Wm.	II	Port Rowan	
Knox, Frank A.	II	James Street, Orillia	
Latimer, Robt. H.	II	Student, Peterborough N. S.	
Laurie, Stuart M.	II	King George, Hamilton	
Lean, J. Erwin	II	Cold Springs	
Leslie, James A.	II	Student, Hamilton N. S.	
Leslie, Wm. B.	I	S.S. No. 5, Lash	
Lott, C. W.	II	Student, Stratford N. S.	
Lowden, Henry	III	U.S.S. No. 9, Portland	
Lowry, Robt. J.	I	Clinton Street, Toronto	
Lyall, Victor A.	II	Student, Hamilton N. S.	
Macaulay, Alex. M.	III	S.S. No. 13, North Orillia	
MacDermid, Lynden E.	III	Student, Cornwall M. S.	
MacDonald, T. A.	I	Dufferin School, Toronto	
MacEwan, James V.	III	S. S. No. 10, Charlottenburgh	
Macklin, Garnet E.	I	Dewson Street, Toronto	
MacMillan, Archie K.	III	S.S. No. 8, Finch	
Macpherson, Donald S.	I	Annette Street, Toronto	
McCallum, Archie P.	II	Student, London N. S.	
McCartney, T. Gerald	II	Student, Peterborough N. S.	
McClinton, James	I	McMurrich, Toronto	
McCorkell, Ignatius J.	II	S.S. No. 5, Mara	
McCullough, J. L.	I	Manning Avenue, Toronto	
McGill, Geo. W.	I	Withrow Avenue, Toronto	
McGirr, Ernest J.	III	S.S. No. 2, Egremont	
McIntosh, Herman W.	I	Strathcona, Toronto	Rejected — medically unfit.
McIntosh, Robt. W.	II	S.S. No. 11, Huron	

Public School Teachers who have Enlisted for Overseas Service—Continued

Name	Cert.	School where last engaged	Overseas Record
McKay, George	II	Student, London N. S.	
McLachlan, H. T.	II	Student, Stratford N. S.	
McLaren, James A.	II	Student, London N. S.	
McMaster, David A.	Dist.	S.S. No. 6, Brunel	Recommended for Military Medal; wounded Sept. 27, 1916. Invalided home.
McMillan, Dan. A.	III	Student, Ottawa N. S.	
McNaughton, H. R.	II	S.S. No. 7, Sombra	
McPhail, Alex. H.	I	Grace Street, Toronto	
Manning, Chas.	II	S.S. No. 4, Saltfleet	
Markle, John F.	II	Student, Hamilton N. S.	
Martin, Angus	II	Student, Stratford N. S.	
Martin, Joseph F.	II	Student, London N. S.	
Masson, H. Victor K.	II	S.S. No. 7, Seymour	
Meredith, Dalton H.	III	Student, Ottawa N. S.	
Merritt, Roland	II	S.S. No. 8, Saltfleet	
Might, Percy G.	I	Lansdowne, Toronto	
Milliken, Thos. W.	II	Matheson	
Minion, Harvey L.	II	S.S. No. 1, Laird	
Mitchell, Harold L.	II	S.S. No. 16, E. Zorra	
Moore, Geo. W.	II	Student, Hamilton N. S.	
Moore, Harry C.	I	Rose Ave., Toronto	
Morwick, Edward	II	S.S. No. 6, North Grimsby	
Moss, Eldrin W.	II	Paris	
Mossey, Clifford W.	II	S.S. No. 18, Yarmouth	
Mossop, Neron F.	II	S.S. No. 4, Harley	
Muir, Geo.	I	Sackville St., Toronto	
Muir, Peter M.	I	Pauline Ave., Toronto	
Munro, Jos. E. R.	II	South Central, Peterborough	
Myers, Jacob Raymond	II	S.S. No. 1, Tisdale	
Myrick, Walter G.	II	Ottawa	
Nayler, Edwin T.	III	S.S. No. 7, Herschel	Wounded, October, 1916.
Nayler, John B.	III	S.S. No 8, Herschel & Faraday	
Neill, Millard L.	II	S.S. No. 1, MacIrvine	
Nicholson, R. W.	I	Dovercourt, Toronto	
Norton, Clarence L.	II	Student, London N. S.	
Orr, Henry L.	II	S.S. No. 7, Mornington	
Park, Maurice H.	I	King George, Peterborough	
Parkhill, Geo. E.	II	S.S. No. 4, Burford	Rejected—defective eyes.
Parkinson, Clair	II	R.R. No. 10, Oneida	
Patterson, John A.	III	Student, London N. S.	
Peacock, Wilfrid E.	II	S.S. No. 6, Adjala	
Percival, Samuel E.	II	S.S. No. 1, Oxford	
Pickering, Howard V.	H.S. Spec.	Normal School, Stratford	
Pilkey, Clifford G.	III	Student, Peterborough N. S.	
Pilkey, John H.	I	S.S. No. 9, York	
Pike, Abraham B.	I	Victoria Industrial, Toronto	
Posliff, Alfred L.	II	Wingham	
Power, Albert E.	III	Coe Hill	
Poyser, Beecher D.	II	Student, Ottawa N. S.	
Prouter, H. J.	I	Essex St., Toronto	
Quackenbush, Hubert A.	II	S.S. No. 3, Fitzroy	
Quackenbush, James G.	II	Morewood	
Ramage, Chas. C.	II	S.S. No. 3, Egremont	
Rattle, W. F.	I	McCaul, Toronto	
Rawson, Clark M.	II	S.S. No. 11, Verulam, Victoria E.	
Reid, Adam E.	II	S.S. No. 5, Greenock	
Reid, Russell	II	S.S. No. 2, Louth	
Richards, Harold C.	II	Student, Hamilton N. S.	
Richardson, Geo. P.	II	Huron St., Toronto	
Robinson, Robert H.	I	St. Helen's, Ont.	
Rorke, John A.	II	Port Carling	
Ross, Alex. M.	I	Norway, Toronto	
Ross, Kenneth	III	S.S. No. 12, E. Gwillimbury	

Public School Teachers who have Enlisted for Overseas Service—Continued

Name	Cert.	School where last engaged	Overseas Record
Ross, Percy J.	III	No. 2, Egremont	
Rowe, Geo. F.	II	Ottawa	
Russell, Angus	II	No. 2, Colchester S.	
Ryan, Arthur E.	II	Student, Hamilton N. S.	
Sabine, Alden T. S.	Dist.	S.S. No. 2, O'Connor	
Sagar, Edward J.	II	Cainsville	
Sarles, Roy M.	II	Bancroft	
Scott, Cyrus W.	I	Hillcrest, Toronto.	
Scott, F. M.	I	Queen Alexandra, Toronto.	
Scott, Geo. B. G.	III & M.T.	Winchester St., Toronto.	
Scott, Lloyd J.	III	S.S. No. 27 & 11 Elizabethtown & Yonge.	
Scott, W. Frank	I	Earl Grey, Toronto	
Scott, Walter	II	Cornwall Model School	
Seator, G. John	III	S.S. No. 1, Blake	
Shaver, Stanley M.	Dist.	U.S.S. 1, 18, 21, Williamsburg, Winchester Springs	
Short, Thos. A.	III	S.S. No. 5, Houghton	
Simmons, Wilfred L.	II	Student, Hamilton N. S.	
Smillie, Leonard A.	II	Comber	
Smillie, Wm. R.	II	S.S. No. 8, Burford	
Smith, Arnold	II	S.S. No. 1, Whitney	
Smith, Eugene	Dist.	S.S. No. 3, Olden	
Smith, James M.	III	S.S. No. 13, Bentinck.	
Smith, John A.	II	Student, London N. S.	
Spence, Clarence C.	II	Student, London N. S.	Discharged—illness.
Spence, Frank A.	I	Kent School, Toronto	
Spenceley, Harold	Dist.	S.S. No. 2, Guilford	
Springett, Walter	II	Student, London N. S.	
Stephenson, Walter H.	II	S.S. No. 10, Ekfrid	
Stewart, Alex. E.	II	S.S. No. 6, Saugeen	
Stewart, Richard A. W.	II	Central, Barrie	
Stothers, John C.	I	Ryerson, Toronto	
Strader, Edward	II	S.S. No. 13, Matilda	
Stratton, Hubert V.	II	S.S. No. 18, Sombra	
Tamblyn, Wm. J. W.	I	Howard, Toronto	
Thompson, Clinton C. E.	II	Scott St., St. Thomas	
Tiffin, Jos. A.	II	S.S. No. 3, Scott	
Toogood, Wilfred A.	II	Tillsonburg	
Trout, H. Bernard	II	S.S. No. 1, St. Joseph	
Vallentine, Harold J.	I	Orde St., Toronto	
Vickery, C. A.	I	Dufferin, Toronto	
Wagar, Ernest T.	III	S.S. No. 14, N. Fredericksburg	
Wagner, Russell	II	U.S.S. No. 1, Saugeen, Arran & Elderslie	
Walden, Wilbert	II	S.S. No. 1, Huron	
Warnica, Roy W.	II	S.S. No. 2, Howland	
Warren, Harold A.	II	S.S. No. 25, Waterloo	
Watson, Stanley A.	II	West Ward, Orillia	
Watt, Jas. H.	I	John Fisher, Toronto	Rejected—medically unfit.
Welland, Fred. J.	II	Dickson School, Galt	
Welland, Jos. F.	II	St. Andrew's, Galt	
West, Randolph H. A.	I	Shirley St., Toronto	
Wheable, Geoffrey A.	I	Chesley Ave., London	
Wheatley, Jas. A.	Dist.	Utterson	
Wheeler, H. A.	I	S.S. No. 1, Tisdale	
Wholton, Thos. H.	II	King George, Hamilton	
Weir, Arthur G.	II	Student, Hamilton N. S.	
Wilson, John S.	II	S.S. No. 3, Bentinck	Wounded at St. Julien.
Wright, Richard J.	II	S.S. No. 22, Malahide	
Young, J. Perry	II	S.S. No. 10, Windham	Wounded before Regina trench, Somme.
Young, W. Frank	II	S.S. No. 19, Townsend	

Normal School Students

The following students enlisted before the completion of their Normal School Course:—

Name	Normal School	Name	Normal School
Avery, Geo. M.	Stratford.	MacMillan, Dan. A.	Ottawa.
Bailey, Garnet R.	Peterborough.	Martyn, Eugene F.	Stratford.
Bueglass, Ralph J.	Stratford.	Morley, Gordon J.	Stratford.
Bullick, George	North Bay.	Nimmo, Lester G.	Stratford.
Burwash, Herbert A.	Peterborough.	Penrice, Alvin R.	Stratford.
Carley, Forest C.	Peterborough.	Ravitch, Henry	Stratford.
Carson, Robert J.	Toronto.	Robinson, Gabriel A.	Peterborough.
Clinton, James H.	Stratford.	Robison, Nelson R.	Stratford.
Cracknell, Arthur G.	Peterborough.	Ross, Walter V.	Stratford.
Dunsmore, Joseph M.	Stratford.	Shewfelt, Archibald G.	Stratford.
Findlay, R. Murray	Stratford.	Tait, Frank B.	Hamilton.
Garbutt, Harold A.	Peterborough.	Taylor, Roy	Hamilton.
Hart, Enos	North Bay.	Walton, Geo. R.	Stratford.
Honey, Edgar M.	Peterborough.		

Non-Certificated Teachers

The following teachers at the time of their enlistment were engaged in teaching under special conditions either as

(1) Special teachers in Technical or Normal Schools;
(2) Instructors in Drill or Physical Culture in High Schools or
(3) Temporary teachers in Public or Separate Schools.

Name	Qualifications	School where last engaged	Overseas Record
Adams, A. H. S.	Scotch	Technical School, Toronto	
Alkenbrack, Ibri B.	Temp.	S.S. No. 13, Miller	
Armstrong, Ed. W.	Temp.	S.S. No. 4, Dobie	
Beeson, James	Ph. Cult.	St. Thomas C. I.	
Brimble, Gerard	Temp.	S.S. No. 1, Jaffray	
Chester, John W.	A.R.C.A. Eng.	Central Technical, Toronto	
Collins, Warren A.	Temp.	S.S. No. 2, St. Edmunds	
Graham, Christopher J.	Temp.	S.S. No. 6, Lindsay	
Gregory, Wm.	Drill Inst.	London C. I.	
Huggins, S. J.	Ph. Cult.	Ottawa C. I.	Wounded at St. Julien. Invalided home. Returned.
McCann, Clarke W.	Temp.	S.S. No. 2, Papineau	
McIntosh, James P.	Drill Inst.	Hamilton P. S.	
Oxtaby, Wm. G.	Cadet Inst.	Brantford C. I.	
Read, Arthur	Temp.	S.S. No. 2, Worthington	
Robertson, Margaret	H. Sc.	Central Technical, Toronto	
Scott, Mason F.	Temp.	S.S. No. 6, Dilke	
Skinner, Jesse	Drill Inst.	Hamilton N. S.	
Stares, Henry A.	Mus. Bach.	Hamilton N. S.	
Toll, Charles E.	Temp.	S.S. No. 3, E. & W. Flamboro	
Williams, John	Cadet Inst.	St. Catharines C. I.	
Witthun, William	Drill Inst.	Hamilton P. S.	

APPENDIX A

REPORT OF THE CHIEF INSPECTOR OF PUBLIC AND SEPARATE SCHOOLS

To the Honourable R. A. Pyne, M.D., LL.D.,
Minister of Education for Ontario.

I have the honour to submit herewith my report upon the condition of the elementary schools throughout the Province. The information is derived from the Annual Reports of the Public and Separate School Inspectors in the various counties and districts.

Agricultural Education

During the year considerable progress has been made in Agricultural Education. Usually wherever classes in Agriculture have been introduced, they have proved successful, and have in many cases aroused a great deal of local interest in scientific Agriculture and in the beautification of grounds. In almost all cases where Agriculture has been introduced, School Fairs have been held. The attitude of the public towards Agricultural Education and School Fairs, is indicated by the following quotations:—

Inspector J. F. McGuire.—It is a pleasure to report an increased interest on the part of trustees and teachers in the teaching of Agriculture.

Inspector R. A. Paterson.—Each School Fair was well attended and was the centre of great interest on the part of both young and old.

Inspector W. J. Hallett.—The teaching of Agriculture in the rural schools is meeting with great favour.

Inspector A. Odell.—Five Fairs were held. They are very popular and are doing good work.

Inspector J. W. Forrester.—Agriculture has made substantial progress during the year.

Inspector A. A. Jordan.—In 1915 three schools taught the subject for the full year. In 1916, eighteen schools entered for the work.

Physical Culture

Very considerable progress has been made in this subject. In nearly all the Inspectorates, due attention is now being given to it.

Inspector Gill.—Physical Culture work in the schools has improved since its inception.

Inspector Hallett.—Physical Culture is very popular. The pupils take great delight in the exercises.

Inspector L. Norman.—All take part in the course but the pressure of other work prevents it being taken up fully.

Inspector Payment.—Physical Culture is being appreciated at its value in my schools.

Inspector H. D. Johnson.—Physical Culture received proper attention in all the schools. This subject is well taught.

Inspector Odell.—Nearly all the schools in the Inspectorate are taking up the prescribed course in the Strathcona Syllabus.

Inspector McDowell.—In all the schools in the Inspectorate there is some form of Physical Culture attempted.

The above quotations will indicate that this subject is now receiving a good deal of attention in all classes of schools in the Province. The withdrawal, however, of a great number of teachers for service in the war, has decreased the number of available teachers holding Physical Culture certificates.

Truancy

The Reports of Inspectors show generally, that truancy is decreasing:—

Inspector Tytler.—I have the pleasure of stating that in Guelph, truancy in the proper sense of the term, is a thing almost unknown.

Inspector T. A. Craig.—The present scheme of reporting truants, within the compulsory age, is having good effect.

Inspector Cole.—Truant officers have been appointed in all townships but one.

Inspector Taylor.—A decided improvement is noted within the year.

Notwithstanding the increased demands for the help of the children at home and on the farms, the conditions with respect to absences from school are greatly improving.

It is evident, however, that before the conditions with regard to truancy can be regarded as satisfactory, it will be necessary for each municipality to secure the services of efficient truant officers and to make a serious effort to secure the enforcement of the law. It will soon be necessary for the Province to make fuller provision for the attendance at school of adolescents between the ages of fourteen and sixteen years.

Art and Music

These two subjects are receiving an increased amount of attention and a large number of teachers are being annually added to the list of those specially qualified to teach these subjects.

Other Subjects

In regard to the other subjects of the course, there is a manifest tendency to bring each subject into some direct and vital contact with the everyday life of the child, and the teachers are coming more directly to realize that their primary duty is to fit the child for future citizenship.

Inspection

Very considerable improvements have been made within the past five years in the methods of school inspection:—

1st. The reports upon the condition of the schools are much more complete and now furnish valuable data for needed modifications in the school courses and in educational methods.

2nd. A greater amount of time is given to the work of inspection, and a more serious conception of the value of adequate inspection is being entertained by the community at large, as a means of improving the efficiency of the schools.

3rd. The work done by the Inspectors no longer consists merely in observing the work in the school room and reporting their impressions of the efficiency of the teacher and the progress of the pupils. Much more time is given by the Inspectors to teaching model lessons, and to inspiring in teachers and pupils a proper attitude towards Education in general.

4th. The Inspector has also increased his activities in the way of giving necessary information and advice to Boards of Trustees in regard to the enlargement of school grounds, the modification of school buildings, and the erection of new schools.

5th. In the majority of cases a very much closer contact has been set up by various agencies between the Inspector, local boards, and the parents. The home and the school are daily coming into closer contact.

Consolidation

The question of the consolidation of rural schools is coming to the front. During the year I have attended several meetings at the request of ratepayers interested in the subject. In general, the best opinion has been strongly in favour of the movement, notwithstanding the fact that it might entail larger expenditures than are required for the maintenance of rural schools, as at present constituted. There appears to be, at last, a very serious awakening to the obvious fact that the only question before the State is, what form of education is the most efficient, and no longer, what form of education is the least expensive. If the Legislature were prepared to support the movement by grants to be given: (*a*) for the conveyance of pupils, (*b*) for the erection of buildings, (*c*) for the number of schools consolidated, or for all three, upon some arranged schedule, I have no doubt that this movement, which seems to promise a great deal for educational efficiency, would be crowned with success. I shall be glad from my knowledge of the actual conditions to present a workable scheme for your consideration.

Public School Manuals

Within the school year the work of completing the list of Public School Manuals has been accomplished. A regulation has come into effect requiring that the full set be placed in every school in the Province. Formerly it was found that even the Normal trained teacher very soon got out of touch with the principles and methods of teaching acquired at the Normal School and that his increased experience did little more than supply the wastage thus incurred. The improvement brought about by the issue of these Manuals is very well set forth in a passage from the report of Inspector Elliott, which reads as follows:

"I am pleased to note the general improvement in the teaching of the major subjects. This, I believe, is largely due to careful study of the Manuals issued by the Department of Education. Young teachers are here presented with a logical sequence of topics in the various subjects, together with proper methods of presentation. As a result of their general use, I find a growing self-confidence in teachers, which materially strengthens the work of the school. The Department of Education is to be congratulated on the issue of these Manuals, which in a very practical way brings to the teacher the best work of the Normal School."

Model Schools

Three Model Schools, namely, the Guelph Model School, the Clinton Model School and the Chatham Model School, went out of operation last year, as the territory for which they furnished a supply of teachers had been fully covered by normal school graduates. A new Model School was opened at Port Arthur and successfully operated during the autumn of 1916 for the purpose of supplying training for teachers in the more remote districts of the Province. The growth of the Summer Model Schools at Sharbot Lake, Madoc, Bracebridge, Gore Bay,

Ottawa, Port Arthur and Sturgeon Falls will very soon render the issue of Temporary certificates unnecessary, and it will be possible for every school, even in the remotest districts, to secure a teacher who has had at least some professional training.

Superannuation

The teachers' superannuation scheme proposed by the present Legislature must be productive of the most beneficent results:—

1st. The bill when it passes into law will allow a great many teachers to retire upon a living allowance who have been for some time anxiously awaiting the opportunity.

2nd. The bill will also secure a much to be desired permanency in the profession. When the teacher realizes that superannuation awaits him and that he has a vested interest in his profession, he will not be so apt to take up other lines of work.

In the measure proposed the Legislature has earned for itself the gratitude of the retiring teachers and also the commendation of everyone who is acquainted with the present educational needs of the Province.

I have the honour to be, Sir,

Your obedient servant,

JNO. WAUGH,
Chief Inspector.

Toronto, March 14th, 1917.

APPENDIX B

REPORTS OF THE INSPECTORS OF CONTINUATION SCHOOLS

I. REPORT OF INSPECTOR MILLS

To the Honourable R. A. Pyne, M.D., LL.D.,
Minister of Education for Ontario.

Sir,—I have the honour to submit the following report on the Continuation Schools of my inspectorate.

I have the honour to be, Sir,

Your obedient servant,

G. K. Mills.

Toronto, December 30th, 1916.

The schools in the eastern and northern part of the Province that have been under my supervision may be classified as follows:

Grade A Schools,—having the full time of three teachers	1
Grade B Schools,—having the full time of two teachers	43
Grade C Schools,—(*a*), having the full time of one teacher and at least half the time of a second teacher	8
(b), having the full time of one teacher	17

There are, therefore, sixty-nine schools in all, having one hundred and twenty-two teachers, eight of whom give only half time to Continuation School work.

The Staffs of the Schools

There are twenty men and forty-nine women principals, and four men and forty-nine women assistants. Eighteen of the principals and the same number of assistants are graduates of a University. During the past year there have been fifty-nine changes in the staffs of these schools. This constant changing of teachers has seriously affected the efficiency of many of the schools, but as there is now a plentiful supply of teachers, the inducement to make a change will be less.

New Schools and Buildings

During the year new schools have been established at Navan and South Porcupine, and the school at Kinburn, which had been discontinued for lack of suitable accommodation, was reopened in a very creditable building, modern in every particular. The school at Manotick has been discontinued until suitable accommodation can be provided. A fine new six-room school is being erected at Finch and another room has been added to the Continuation School building at Kenmore.

Some Common Difficulties

1. ACCOMMODATION AND EQUIPMENT

The conditions under which the work of Continuation Schools is carried on give rise to difficulties that, while by no means confined to these particular schools, are probably more frequent and more prominent.

One difficulty is that of procuring suitable accommodation and sufficient equipment for the proper carrying on of the work of the school. The teachers are usually young, have had very limited experience and are timid about pressing for the needs of the school. The trustees have been accustomed only to Public Schools where the work is carried on without special accommodation and with little or no expenditure for equipment. A serious wag of the head and a grumbling remark about the inability of the section to stand the expense is sufficient to stand off the timid, inexperienced teacher. He does not know or has not nerve enough to point out that the Board receives an annual grant of sixteen per cent. of the value of all equipment, and thus it not only costs the section nothing but soon becomes a source of income to the school. He rather learns to get along somehow without necessary equipment and forms very bad habits of teaching.

2. NEGLECT OF EQUIPMENT

Many teachers do not properly care for nor make sufficient use of the equipment provided. Maps are allowed to stand in the corner accumulating dust, and history and geography are taught without their assistance. The school library is seldom used to the extent that is intended. The dictionary and more particularly the encyclopœdia and gazetteer are rarely used, and pupils pass through the school unaware of the value of such works of reference. Too frequently notes dictated by the teacher take the place of practical work in botany and zoology and the laboratory tables and equipment show few signs of use. Such methods are the refuge of the weak or indolent teacher.

3. EXAMINATION SUBJECTS

The pressure of the work in these schools is responsible for a tendency on the part of a number of teachers to give scant attention to work that does not bear directly on examination. While there has been a decided improvement in this respect during the past year in such subjects as physical culture, supplementary reading and oral composition, it is with evident reluctance in many cases that adequate provision is made for such work.

In a number of schools the subjects not required for Lower School examination, as algebra, geometry, composition and literature, are dropped too soon after Easter in order that examination subjects may be stressed. As a result many of the pupils promoted to the Middle School are poorly prepared, particularly in the mathematical subjects, to keep up with the other members of the Middle School class. This condition has been accentuated during the past year by the introduction of the new text book in Algebra, and by a number of students who obtained promotion to the Middle School on Farm Labour certificates. Such a condition may be met very satisfactorily in schools where the staff is sufficiently large to provide for a junior and senior division of the Middle School, but in schools with two teachers where all the work must be covered efficiently in one year a serious difficulty arises when pupils enter the Middle School with insufficient preparation.

4. WRITING AND NEATNESS OF WORK

The last difficulty I shall refer to is that relating to the lack of good writing and neatness of work. These defects are by no means confined to Continuation Schools, but, since a very large proportion of the pupils in attendance at these schools come from rural schools, it may be expected that the standard of the work in this respect will be somewhat below that of the larger High Schools. The numerous classes of the rural school, the irregular attendance and manual labour of the pupils, and the frequent changing of teachers, all tend to reduce the standard of this work in these ungraded schools. That a very great improvement may be made in the writing and neatness of work of those pupils who come to Continuation Schools has been shown in many schools where the staff has worked together with this end in view. With a due amount of care to this very important part of school training it should be possible to extract the element of truth from the statement sometimes made by business men that,—"Your High School pupils cannot write decently and they are messy and sloppy in their work."

Such Conditions not General

It must not be supposed that the above conditions are general in these schools. When the conditions under which the work of these schools is carried on are properly appreciated the general standard of work is remarkably good. The great majority of the teachers are young, have a limited knowledge of the subjects and have had little experience. Each teacher is responsible for a greater number of subjects than is the case in larger schools. The pressure of the work is increased because of the more intimate relation these schools have with the people of the small communities in which they are located. However, when due allowance is made for all these factors it is evident that much of the poor work, as also the good, is due to similar methods in the schools that these young teachers have attended.

Recent Improvements

But in case I should be misunderstood and the opinion formed, from the difficulties and defects I have so unsparingly pointed out, that the work of these schools is of a very inferior kind, I must, in justice to the majority of the teachers and school boards, say that a marked improvement has been shown in all departments of the work during the past few years. These schools have passed the experimental stage and are now firmly established as an important part of the educational system of the Province. They have proven their value to the small communities in which they have been established, and with few exceptions the people are willing to contribute freely to their support. The accommodations have been greatly improved. During the past five years twenty-two new school buildings have been erected in my division of the Province and four of these have become High Schools. Additions of one or more rooms have been made to five other schools and many old school buildings have been renovated and improved. Thirty-four schools have, during the year, been provided with suitable laboratory accommodation so that pupils may carry on the work in Science experimentally, and with very few exceptions the accommodation for practical work in Science is now suitable and adequate for the present attendance. Nearly all school boards have made additions to the equipment and this is rapidly nearing the required minimum in all schools and is much above it in some. There is now not only a sufficient supply of qualified teachers but school boards that advertise at a suitable time have many applications from which to choose. The work that may be attempted in these

schools has been limited by regulation and the organization has thereby been greatly improved. The Summer Courses provided to give a suitable training for teachers of such special subjects as Art and Physical Culture have resulted in a great improvement in the work done in these departments, and, while these schools are not yet giving all the services to the communities that they may be made capable of giving, very rapid progress towards efficiency has been made.

The Future of These Schools

The accommodation, equipment, organization, academic and professional qualifications of the teachers, and the provision for maintenance and control of these schools, leave relatively little to be desired under traditional ideas of secondary education. With a little adjustment here and there, and subject to the human imperfections of teachers, inspectors and school boards, the system seems to have reached a condition of comparative perfection just at the moment when our whole system of public education must be greatly modified and extended. It is, perhaps, well that this side of our educational system is so well organized that it will need little attention for many years, while the industrial side will be requiring the best thought of statesmen and educational leaders. The end of the war will mark the end of a period in the world's history. The new era will be one of industry and commerce, not conducted in any haphazard way, but based on scientific principles and calling to its aid every achievement of art and science. The country that will make the most progress is the country that learns best how to use the abilities of her citizens and how to conserve human energy. At present the great majority of our youth are ill equipped for the work of life. More than eight out of ten receive no education after fourteen years of age, and many leave school at an earlier age. Vast numbers of our boys go into occupations that give no training worth while and lead no place, and when they reach manhood find themselves day labourers without opportunity to prepare for anything better. The waste of human ability is infinitely the greatest waste in any country.

The statesman who would mould a nation must begin with the child. Legislation dealing with middle life or old age is patchwork, good enough in its place and necessary under conditions, but the fundamental conditions of a nation's prosperity and progress lie in the education and training of its youth. The development of these Continuation Schools and of our whole system of public education has reached a point where it must become a conscious development toward an end that is deemed essential for the welfare of the individual and the state.

The function of our secondary schools is no longer to prepare teachers, or to give an introduction to the learned professions, or even to give a so-called cultural education. They may well provide for such for those so inclined, but their chief function must be to provide an opportunity for every boy and girl to better fit himself for the pursuit of such worthy occupation as he may choose to follow in life. The standard of admission to any but the professional courses should no longer be an Entrance examination, but that of age and desire, and the desire should be quickened by the command of the state.

It is at present impossible to consider special courses adapted to the needs of all trades. Such schools can be established only in the largest centres. The Department by its regulations and by a very liberal system of grants has made it possible, but, in my opinion, it should, within a very few years, be made obligatory for every two-teacher Continuation School and every High School having four teachers or less, to establish departments of Agriculture and Household Economy

that will give a two years' course and winter courses in each department. Schools having a staff of more than six teachers should find it obligatory to establish departments in Technical Training and Household Economy, each giving a two or three years' course, while schools having a staff of between four and seven teachers should be given the right to select, but must select either of the above. In order to remove some of the difficulties in the way of such an obligatory scheme for industrial training, provision should be made for educating and training a sufficient number of the best available teachers; a plan should be formulated whereby the burden of providing the necessary school accommodation will be distributed over the municipalities that derive benefit from such a school, and attendance at such classes, or at the present school courses, for the greater part of the time between the ages of fourteen and seventeen should be compulsory.

Successful work in such courses should be given credit on University Matriculation examination, and a student should be able to enter many courses at the Universities without having to face such subjects as Latin, French or German, or even Algebra and Geometry. I know this, to some, is heresy, but the time is near when it will be regarded as an accomplishment of greater mental and moral value to the individual as well as profit to the state to be able, with intelligent interest, to make a loaf of bread, to shoe a horse, or to feed pigs, than with suppressed objurgations or patient resignation to stumble over subjunctive moods in Latin, or to face deductions in geometry in silent wonder as to what it all means.

II. REPORT OF INSPECTOR HOAG

To the Honourable R. A. Pyne, M.D., LL.D.,

Minister of Education for Ontario.

Sir,—I beg to submit for your consideration the following report on the Continuation Schools under my supervision for the year 1916.

I have the honour to be, Sir,

Your obedient servant,

J. P. Hoag.

Toronto, December 30, 1916.

The Province of Ontario is divided into two districts for the purposes of inspection of Continuation Schools. During the year 1916 I have been in charge of the western district, which consists of the counties of Peel and Simcoe, and all that portion of the Province lying west of these counties as far as the River Detroit and Lake Huron. In this district, during 1916, two new schools, Delhi in Norfolk County and Delaware in Middlesex County, have been opened and one school, Elmvale in Simcoe County, has been discontinued. The number and class of schools in the district in 1916, and the number of teachers employed is shown in the table herewith:

Grade of School.	No. of Schools.	Teachers.
A—3 teachers	3	9
B—2 teachers	53	106
C (1)—1 teacher and half time of a second teacher	4	8
(2)—1 teacher	6	6
Total	66	129

In accordance with the Regulations, I visited each of these schools at least once during the school year. In several cases where proposed building operations or improvements, or where the interests of the schools seemed to make such visits advisable, I visited schools two or three times. One school, Thorndale, I visited four times.

Accommodations

Notwithstanding the war, school boards have been ready to do all in their power to improve building and other accommodations, and appear to have experienced little difficulty in securing the necessary money.

Two school buildings, those at Elmvale and at Beeton, were destroyed by fire. Plans are being prepared for new and modern buildings to replace those destroyed. At Creemore a by-law has been passed providing for the issuing of debentures for the erection of a new building to house both Public and Continuation Schools. The Continuation School building at Harrow has been completed and is now in occupation by the school. Additions to the buildings at West Lorne and Tavistock will be completed early in 1917. A science laboratory has been fitted up in the Brussels school and many minor improvements have been made in other schools.

Equipment

The Regulations of the Department require that the minimum value of the equipment for Continuation Schools shall be as shown in the table attached:

	Grade B Schools.	Grade C Schools.
Library	$300	$150
Scientific Apparatus	300	150
Biological Specimens	50	25
Maps, Charts, etc.	50	25
Art Models, Supplies, etc.	50	50

While a large number of the schools will be found to have provided equipment beyond the minimum required, there are some schools which are still under the minimum. Where the deficiency is in the value of scientific apparatus I have found difficulty in securing a great advance, as, owing to the war, prices of all scientific apparatus have advanced enormously and it is almost impossible to secure prompt delivery at any price. Very considerable additions to the equipment in the other departments of the schedule have however been made. I feel sure that within a very short time all our Continuation Schools will have reached the minimum standard required for equipment.

Qualifications of Teachers

In my report for the year 1915 I stated that the supply of properly qualified teachers appeared to be adequate. This statement referred, of course, to the

ordinary certificates, possession of which qualify teachers for positions on the staffs of Continuation Schools. The statement did not refer to the holders of special certificates in Art, Physical Training, etc. The regulations issued in 1916 require school boards to have upon their staffs at least one teacher who is the holder of an Elementary Art certificate and, subject to the recommendation of the Inspector concerned, at least one teacher who is the holder of an Elementary certificate in Physical Culture. As such certificates cannot be obtained during the year of attendance at the Faculty of Education, it follows that it is necessary for teachers to attend a summer school in order to qualify themselves for positions on the Continuation and High School staffs when the special certificates are required.

I regret to report that in many cases school boards found it impossible to secure teachers who were holders of the special certificates required as a sufficient number of teachers did not attend the summer schools in 1916. Many teachers and boards claimed to be unaware of the regulation requiring the special certificates in Art and Physical Training, but in every case agreed to comply with the regulations after the summer of 1917.

On account of the scarcity of teachers qualified in Art and Physical Training, and in view of the promise in each case to take the summer course in 1917, I have recommended that Temporary Certificates in Art and Physical Training be granted to a number of teachers. But I feel sure that the need for granting temporary certificates in these subjects will not be apparent after September 1917.

In view of the difficulty that has been found, however, I would respectfully suggest that attendance at a summer school in Art or Physical Training be required of every graduate of the Faculty of Education who desires to teach in a Continuation School.

Again, during 1916 as during 1915, I have found holders of Public School (Interim) or High School Assistant (Interim) Certificates applying for and securing positions as Principals of Continuation Schools. In every case when this has occurred I have felt it my duty to insist that the board concerned secure a properly qualified teacher. It is true that the changes of teachers involved sometimes causes loss to both pupils and teachers and inconvenience to the board, but I have found that only drastic action will prevent repetition of this violation of the regulations. If school boards would refuse to appoint to a position any teacher who does not fully describe the certificates held by him or her, or if the boards would submit names of applicants to the Inspector concerned before making an appointment, much difficulty would be avoided.

For the teacher who secures a position in the manner described above I have no sympathy and little respect. In nearly every case the teacher has been wilfully ignorant of the regulations he was expected to know or he has deliberately sought to evade them. But as it is so difficult to show deliberate intention to violate regulations, it is impossible to recommend the cancellation of certificates, there therefore remains no course but to insist on the board securing another teacher.

Conditions of the Schools

I am pleased to be able to report that in the scholastic work of the schools advancement is being made. I feel that very considerable advance has been made in all school subjects both in methods of teaching and in results shown by the pupils. This is particularly true of Oral Reading and Geometry, to which I have referred in previous reports. Wherever teachers have insisted that all work read or spoken by pupils be uttered in a clear distinct tone, I have found good oral read-

ing; wherever teachers have insisted that pupils draw carefully all figures and employ the eye to aid the mind, I have found satisfactory work in Geometry.

In the practical work in Science, however, while there has been improvement during the year much remains to be done. In some cases I have found teachers performing experiments and pupils acting as interested spectators instead of the pupils performing the experiments themselves. I am glad to say that such teaching of science is rapidly disappearing. If it is true that "things seen are mightier than things heard," it is equally true that in practical work "we learn to do by doing."

The War

During the year the great war has been uppermost in the mind and heart of everyone. In our schools, teachers and pupils have followed the mighty struggle from day to day by means of maps, newspapers, and other publications. This has been done not so much as a preparation for the inevitable examination in History as from a sincere interest in the progress of our Empire's fight for the preservation of liberty. Then, also, every school has one or more names on its Honour Roll of those who have gone to do "their bit." The Principal of the Princeton Continuation School, Mr. Lloyd Hughes, and the Principal of the Grand Valley Continuation School, Mr. E. H. Glenn, have gone overseas to take their places with boys from their own and other schools.

APPENDIX C

REPORTS OF THE INSPECTORS OF HIGH SCHOOLS

I.—REPORT OF INSPECTOR WETHERELL

To the Honourable R. A. Pyne, M.D., LL.D.,
Minister of Education for Ontario.

Sir,—I have the honour to submit herewith my Annual Report on the Collegiate Institutes and High Schools in my inspectorate of the last school year.

During the academic year 1915-1916 it was my privilege to visit the Collegiate Institutes at Brockville, Cobourg, Kingston, Lindsay, Morrisburg, Napanee, Ottawa, Perth, Peterborough, Picton, Renfrew, Smith's Falls, Vankleek Hill, and the High Schools at Alexandria, Almonte, Arnprior, Athens, Avonmore, Belleville, Bowmanville, Brighton, Campbellford, Carleton Place, Chesterville, Colborne, Cornwall, Deseronto, Gananoque, Hawkesbury, Iroquois, Kemptville, Madoc, Markham, Morewood, Newburgh, Newcastle, Norwood, Omemee, Oshawa, Pembroke, Plantagenet, Port Hope, Port Perry, Prescott, Richmond Hill, Rockland, Stirling, Sydenham, Trenton, Uxbridge, Weston, Whitby, Williamstown, Winchester—54 Schools.

During the year I also visited the following Private Schools in connection with the requirements of Regulation 37 as to Science, Art, Bookkeeping and Writing: Convent of Mary Immaculate, Pembroke; Convent of Notre Dame, Kingston; St. Joseph's Academy, Lindsay; St. Joseph's Convent, Toronto; Albert College, Belleville; Ontario Ladies' College, Whitby; Havergal Ladies' College, Toronto.

Improved Accommodations

During the year some important improvements have been effected in School Buildings. The new wing of the Perth Collegiate Institute, including a gymnasium and excellent laboratories, has been completed. In Ottawa the work of re-construction necessitated by the disastrous fire of September, 1915, has been completed. At the time of my visit to Ottawa last winter the Commercial Classes were housed in seven rooms of one of the Public Schools, but these classes since last September have had more comfortable and more central quarters in a new Commercial Building. The Whitby Collegiate Institute Building has been re-constructed at a cost of $12,000. The Whitby Board has given a written guarantee that a new building for the Collegiate Classes will be erected on another site within a few years. The new wing of the Kingston Collegiate Institute has been completed and occupied. The new High School Building at Brighton has been erected and occupied since my visit to the Brighton High School in September, 1915.

A large number of the Schools are facing the problem of constructing new buildings or of re-constructing old. In Renfrew the very remarkable growth of the Collegiate Institute attendance has made the question of a new building imperative and pressing. In Belleville the Board, it is hoped, will soon implement a promise of long standing and provide High School accommodations worthy of the city. New buildings are also urgently needed in Almonte, Campbellford, and Carleton Place. Brockville, which liberally provided additional accommodations a few years ago, is again embarrassed by overflowing classes. The buildings at Madoc, Uxbridge, and Markham should be enlarged at the earliest possible date.

Physical Culture

Perhaps in none of the other activities of the schools has such a transformation been effected in recent years as in Physical Culture. Ten years ago not one High School in ten had any regular organization for bodily exercises, and even in the Collegiate Institutes the exercises were often of a merely nominal and perfunctory kind. About seven years ago the course in Physical Culture was made virtually obligatory in all High Schools, and about five years ago the teachers of Physical Culture began to receive special training in summer classes. Now a large proportion of the teachers of Drill and Calisthenics hold elementary certificates, and many hold specialist certificates. In many schools a very high degree of efficiency has now been attained, and in nearly all schools the standard of efficiency has been greatly elevated.

While the general situation, then, in Physical Culture is highly satisfactory, it may seem ungracious to find fault with a few details. I would, however, seize this opportunity of passing some strictures on the procedure obtaining in a few schools.

(1) In Collegiate Institutes, which are required to take up the course an hour and a half every week in each form of the Lower School and an hour every week in each form of the Middle and Upper Schools, there is a tendency to shorten the period of exercise to 15 or 20 minutes, although the allotted time as designated by the time-table is 30 minutes. The instructors declare, with some show of reason, that vigorous exercise for 15 or 20 minutes is all that the average pupil can stand. If this is so, and I am inclined to think that the contention is sound, the Regulation should be changed so as to call for 15 or 20 minutes every school day. After all, the only ideal system of Physical Culture is that which insists on daily exercise.

(2) Another tendency too prevalent in Collegiate Institutes is the growing practice of allowing many Upper School pupils to omit the Physical Exercises altogether. The argument advanced is usually the plea that older pupils have been so well trained in the earlier years of their school career that they should be allowed to do as they please when they reach the Upper School. The teachers who plead thus fail to measure the purpose and worth of Physical Culture. The chief thing desired is not training but constant exercise, and collective training is only a convenient medium for attaining the end in view. Moreover, the pupils who do the severest mental work, and who, accordingly, need physical exercises more than any others, are the very pupils who suffer injury from the mistaken kindness here condemned.

(3) Another tendency which must be guarded against is the disposition to exempt too large a number of pupils under Regulation 16, (2), (*c*): "No pupil shall be exempted," etc. In a few schools last year I found that from three to eight per cent. of the pupils had been exempted on the recommendation of local physicians and that the Principals had weakly acquiesced. In one or two schools it was apparent even to a visitor that many of the exempted pupils would have been in better health if they had been required to join their fellow-pupils in drill and calisthenics. Too often, no doubt, the exemptions had their origin in the pupils' disinclination rather than their physical disability. One perplexed Principal exclaimed: "Well, how can I go counter to the direction of a medical certificate?" As soon as a Principal is aware that an unwise local practitioner is wresting the control of the school from his hands and advising a deleterious course, he should courageously take measures to check the reprehensible practice. As a

rule, not more than two or three pupils in every hundred are incapacitated for physical exercises of the milder varieties.

Art

The work in Art steadily, even rapidly, improves. The beneficial influences of the College of Art are radiating into every corner of the Province. The great increase in the number of Art Specialists in the last two or three years has proved a leaven of blessing in the secondary schools. In no fewer than nineteen of the schools of my District I was pleased last year to grade the character of the teaching in Art as "I".

The number of pupils taking Middle School Art has increased very rapidly under the fostering stimulus of the "bonus" inducement. It is a question whether the Special Grants (Regulations, Page 47), instituted ten or twelve years ago for the purpose of encouraging advanced work in Art, should now be continued. The advanced course would now seem to be able to stand alone without the support of a financial honorarium. There does not now appear to be any sufficient reason why the teacher of Art should be more highly favoured than the heads of the other departments.

Spelling

In a recent copy of a Toronto daily appears an exceptionally interesting article on the theory and practice of teaching spelling. As the views contained therein agree, in the main, with the convictions which I have reached after many years of experiment, I reproduce here a portion of the article, in the hope that I may help to correct some defective methods of teaching spelling which are too common in the schools:

"There is, or at least there ought to be, no difference of opinion among people of common sense regarding the place assigned and the importance attached to the spelling of English words in the use of the English language. To prove the soundness of this assumption one need cite only the fact that inability to spell words correctly in writing is a formidable if not a fatal barrier to entrance into several kinds of useful and fairly well paid occupations. No business man in need of a stenographer, for example, would willingly and knowingly employ one whose early education has been neglected in this respect. . . . If a pupil leaves school at from twelve to fourteen a bad speller he must be lacking in capacity, or have attended school irregularly, or have been badly taught. There is for the ordinary pupil no mystery at all and not much difficulty in the evolution of a good speller; very much depends on the teacher of spelling. . . . It goes a long way to clearing up an apparently difficult situation to bear in mind several propositions that are or ought to be indisputable commonplaces: Spelling is really writing, and the letters put together to make written words are varying marks, absolutely conventional, and learned as such only by imitation; repeating the names of the letters that form a word is not 'spelling' the word, and, except in the case of those who are defective in the faculty of remembering visible forms, it should not be practised in schools, because it is as a rule a waste of time. Practice in spelling lists of detached words of which many occur very rarely in ordinary life is, for the most part, a useless exercise, because a large proportion of the errors made in spelling are due to the fact that the words are connected together to make sense, and the sense is always more important than the form. The most effective way to make

correct spellers is to make the pupils practise writing from dictation ordinary English words, making a piece of coherent text composed of a series of connected statements."

The Teaching of History

It may seem rather surprising that the competency of a teacher of History cannot be gauged by his academic standing, however splendid. The teachers of History, especially in the Collegiate Institutes, are among the best scholars in our schools, but the teaching of History, in very many institutions, leaves much to be desired. While it is true that the very best lessons I have heard have been taught by specialists, it is also true that specialists have taught some of the very worst. It is clear that scholarship must be strongly supported by various aids if the history lesson is to be effective. The main aids to success, often dismally absent, are three. Without careful daily preparation the teacher of History is lost in a quagmire of inaccuracy and uncertainty. Without enthusiastic zeal a deadly torpor seizes the class and nothing worth while is accomplished. Without variety, which rings constant changes in treatment and method, the judgment, the memory, the imaginations of the pupils are not keyed up to their highest capacity and achievement. It is by no means rare that the inspector hears a scholarly teacher flounder helplessly because of lack of serious preparation on the preceding evening. As to enthusiasm and zeal, they are mostly temperamental; and the teacher who lacks animation is to be pitied rather than censured. It may be, too, that lack of invention and initiative, which leads to monotonous methods, is largely due to causes beyond the reach of remedy. At any rate, the teacher who is well armed with this trusty triad of weapons—industry that never tires, zeal at a constant white heat, and sane versatility—will always succeed in interesting, in stimulating, and in instructing every pupil in his class. Confidence, altertness, and earnestness will thrive among pupils who are so fortunate as to have a teacher who possesses the three cardinal virtues I have named. But, oh! the inertia and languor which desolate a class whose teacher lacks the vital qualities.

The New Commercial Regulations

The new Commercial Regulations of 1915 reached the schools in September, a few weeks after opening day. Consequently, many Principals were obliged to revise their organization in October in order to satisfy the new requirements. Some Principals found difficulty in meeting the new demands at once. In schools with fully organized commercial departments the Principals should have summoned immediately the Advisory Commercial Committees in order to face the new situation. A few Principals failed to see the advisability of taking this step, and they were consequently ill prepared for the tests of the Inspector.

In my opinion, the new directions as to the accommodations and equipment of commercial departments are somewhat too complex and comprehensive for ordinary secondary schools, however suitable for the great Toronto School of Finance and Commerce. I would suggest that Regulation 4 (Pages 8 and 9), with appendix thereto, be simplified for the convenience of the Collegiate Institutes and High Schools. I find that most schools, a year after the issuing of these new directions, have taken no adequate steps toward carrying out the recommendations of Section 4. Certain minimum improvements should be made imperative.

Oral Composition

In my Report of 1915 I devoted considerable space to a discussion of the importance of English Composition (written), and I gave suggestions for the guidance of inexperienced teachers. On that occasion I promised to return at a later date to the subject of Oral Composition.

The subject of Oral Composition is a comparatively new one in our schools. It was introduced for the first time about twelve years ago. Separate organization of the composition classes for oral work came in a few years later still. Since the introduction of the subject very much real progress has been made by the earnest teachers of English. Much yet remains to be accomplished. The difficulties that harass the teacher of this variety of work in English Composition are innumerable and, in many cases, almost insuperable.

All teachers will admit that the main purposes of the teaching of Oral Composition are these: (1) To lead the pupils to strive to acquire a ready delivery; (2) to teach them to speak their mother tongue correctly; (3) to guide them to the most effective modes of oral expression of which they are capable, with due regard to the nature of the discourse and of the thoughts and sentiments of the speaker.

(1) *Ready Delivery.*—"Conference maketh a ready man", says Bacon. By "conference" he means, of course, "conversation" or "oral discourse". It is hardly necessary to say that Bacon does not mean one "conference" or two or six per annum, but oft-repeated conferences. In a word, the aim of the educator should be to lead his pupils to approach, as nearly as may be, in the class-room, in dealing with serious subjects, the degree of readiness which they constantly exhibit in their small talk on the street or in the freedom of their homes, when they are dealing with trifles light as air. Accordingly, every pupil should speak frequently,—every week, at any rate.

(2) *Correctness of Speech.*—This should be insisted on absolutely. Therefore the teacher should retain full control of the class at all times. When the teacher hands the activities of the class over to the pupils, allows the immature pupils to act as critics, and takes little or no part in the discussions which follow the pupils' efforts, almost nothing worth while is accomplished. The most glaring inaccuracies of speech and the most lamentable faults of delivery will go unnoticed amid the generous applause of the class. Even the formal debate leads to no good results if time is not found after the debate for thoughtful and adequate criticism.

(3) *Effective Modes of Expression.*—The young teacher, in endeavouring to aid his pupils in this regard, is in great danger of imagining that uniform methods are desirable. Within the bounds of general uniformity there should be a wide latitude in methods. The individuality of the pupils should have free scope. Only eccentricities and actual lapses should be the subjects of criticism.

The question of preparation for the Oral Composition hour is a difficult one. In my opinion, impromptu efforts are almost worthless in the class-room, as such efforts usually are in after life, in the pulpit, on the platform, and in parliament. In the class-rooms of our High Schools I have heard scores of Oral Composition lessons in which young pupils were allowed to expatiate extempore at will, and without a single exception I have always left the class-room with the conviction that the half-hour had been practically wasted.

The question of the use of manuscripts or notes is not so difficult. In no case should a pupil be permitted to use his manuscript, for the exercise is an oral exercise. If the pupil wishes to marshal his thoughts or arguments, and even to garb them in elegant form, by writing out his address at leisure, he should be com-

mended for his pains, but he should so thoroughly master his subject that he will need only a few notes when he addresses his class-mates.

A very useful form of Oral Composition may be based on the Socratic method of question and answer. All the pupils of the class should be required to brood over, and, if necessary, to read about, a certain subject. At the hour appointed the teacher should call on a pupil to discuss with him before the whole class some phase of the topic. By well directed queries, couched in as few words as possible, the teacher should exhaust the pupil's store of information or ideas concerning the matter under review. With another pupil and then another successive phases of the topic will be discussed. This method will severely try the teacher's own knowledge and skill and patience, but it will prove invaluable to the pupils, even to those who listen in silence to the "conference", as their own time will come in some future lesson for similar catechising.

Pitfalls in the High School Reader

It may be of some service to the teachers of Reading if I call attention to a few of the pitfalls into which, during the last ten years, pupils have stumbled on the occasions of my inspection of the classes. The list is by no means exhaustive.

(1) The notable example of the fatal facility of sing-song is, of course,

> **"If the husband of this gifted well**
> **Shall drink before his wife." (Page 44)**

Notwithstanding the ridiculous nonsense produced by the rhythmical reading of the lines and the formal warning given in the Introduction (Page 12), I have in all these years heard only three or four pupils read the passage with proper pauses and emphasis.

(2)
> **"Our bugles sang truce, for the night-cloud had lowered**
> **And the sentinel stars set their watch in the sky;**
> **And thousands had sunk on the ground overpowered,**
> **The weary to sleep and the wounded to die." (Page 58)**

Nearly always the pupil reads the last word of the first line as if it meant "descended." One would think that its rhyming word "overpowered" and the general meaning would guide the reader aright.

(3) Another signal example of the perils of sing-song occurs in "The Day is Done":

> **"A feeling of sadness and longing,**
> **That is not akin to pain,**
> **And resembles sorrow only**
> **As the mist resembles the rain."**

Here, of course, "only" modifies what follows, but it is nearly always by pupils grouped with "sorrow".

(4) The rhythm, too, is responsible for the very common misreading of these lines:

> **"For a day and a night, a night and a day,**
> **Over the blue, blue round,**
> **Went on the chase of the pirate quarry,**
> **The hunt of the tireless hound." (Page 84)**

Very few readers of this stanza make "chase" the subject of "went on".

(5) A strange blunder is made in "Barbara Frietchie", lines 49-50:

> "And through the hill-gaps, sunset light
> Shone over it with a warm good-night."

Nine pupils out of ten make the comma after "hill-gaps" an apostrophe and thus "sunset light" becomes the object of "through", and "shone" is left without a subject.

(6) The first two lines of "The Glove and the Lions" I have never heard a pupil read correctly, and I have heard at least 200 pupils read the lines. A moment's examination will show that "the court" is the subject of "sat looking on", not the object of "on". I have had difficulty in convincing some teachers that this can be the only proper interpretation, as is proved by line 17 of the poem—"King, ladies, lovers, all look on". It is unfortunate, I admit, that the word "court", sometimes meaning "an inclosed area", should have been used here, as a veritable trap lies before the unwary reader. I have never ceased wondering, however, that nobody has seen and avoided the pitfall.

(7) There is a sentence in the lesson "From the Apology of Socrates" which confounds nearly all readers:

"This is the prophecy which I utter before my departure to the judges who have condemned me." Almost always the sentence is read "my departure to the judges," although the first sentence of the paragraph shows that Socrates is speaking to the judges who have condemned him. It is a pity, of course, that Jowett, who knew well how to write good English, had not arranged the words in a better order: "This is the prophecy which, before my departure, I utter to the judges who have condemned me".

(8) Never once in ten years have I heard a pupil read correctly the famous passage from Macaulay's "Trial of Warren Hastings": "The gray old walls were hung with scarlet. The long galleries", etc. Always the third and fourth sentences are murdered. The initial word "There" is read as a light expletive, and not, as it should be read, as an emphatic adverb, referring to the great hall of William Rufus. The force of the word "There" begins to dawn on the stumbling reader as he proceeds on his way through the paragraph, for five sentences in succession begin with the word "There", and five sentences of the following paragraph for clearness and vividness carry on the same sentence-formation.

The Pupils' Collections of Insects, Plants, and Woods

The pupils in Science of the first year are expected to make collections of insects, and the pupils of the second year to make collections of plants and woods. These collections are now regularly made in all the schools, and, for the most part, the collections of insects and plants are admirable and meet the purpose intended. The collections of woods, however, are rarely satisfactory. In most schools the science master has been satisfied if his pupils have handed in ten specimens of wood in an early stage of growth—mere cuttings from twigs. The collection of such specimens is of no educational value whatever, as the bits of immature wood do not constitute a collection of economic woods. As the schools have now struggled with the problem of wood collections for six or seven years, and, in nine cases out of ten, have struggled in vain, I would suggest that, instead of insisting on individual collections of woods, each school should be required to have in its museum approved specimens of all common economic woods, including all woods obtainable in the locality. The pupils should then be required to learn from these museum specimens to distinguish the different woods by the inspection of bark and grain.

Reading Rooms

It seems strange that only four or five High Schools in the Province have Reading Rooms. Even the large Collegiate Institutes having separate library rooms have not fully organized Reading Rooms or Reading Room Sections in the Library. An adequate knowledge of current literature, current events, and current movements, can be obtained only by the constant reading of current magazines and journals, and these periodicals should be conveniently available for teachers and for pupils. Where no separate room is to be had, arrangements can easily be made for placing a reading table in each class-room. A half-dozen of the best English, Canadian, and American monthlies, and a few weeklies and dailies, would make a fair beginning. In addition to the educational value of the Reading Room there are very real advantages accruing. The most considerable of these advantages is the pleasant and profitable occupation of the pupils at periods of intermission,—the morning and afternoon recess, and the noon hour for those who bring their mid-day meal to school. The *Illustrated London News, Punch, Harper's Magazine,* or a Toronto daily, will be more attractive to mischievous pupils than the usual temptations of the idle spaces of the day.

I have the honour to be, Sir,

Your obedient servant,

Toronto, December 30th, 1916. J. E. WETHERELL.

II. REPORT OF INSPECTOR SPOTTON

TO THE HONOURABLE R. A. PYNE, M.D., LL.D.,
Minister of Education for Ontario.

SIR,—I have the honour to report as follows upon the schools in my inspectorate for the academic year 1915-16.

During the year I inspected the Collegiate Institutes at Kitchener (Berlin), Brantford, Chatham, Galt, Ingersoll, London, Ridgetown, Sarnia, St. Mary's, St. Thomas, Strathroy, Stratford, Windsor, Woodstock, and the following in the City of Toronto, viz.: Harbord Street, Humberside, Jarvis Street, Malvern Avenue, Oakwood, Parkdale and Riverdale, 21 in number, and the High Schools at Amherstburg, Aylmer, Dutton, Essex, Forest, Georgetown, Glencoe, Hagersville, Leamington, Lucan, Oakville, Paris, Parkhill, Petrolea, Port Dover, Port Rowan, Simcoe, Streetsville, Tillsonburg, North Toronto, Vienna, Wardsville, Waterford, Watford, and the Toronto High School of Commerce, 25 in number, making a total of 46 schools. This list corresponds to the list of schools inspected by me in the previous year, with the addition of the High Schools at Aylmer, Dutton, Petrolea, Port Rowan, Simcoe and Watford.

I also inspected, as in the previous year, the Night High Schools in Harbord Street and Jarvis Street in the City of Toronto, and the Evening Classes and three branch schools connected with the Toronto High School of Commerce.

In my report of last year I explained that the private schools of the Province, at which candidates were being prepared for Departmental examinations, demand-

ing practical training and proper equipment for the work taken up, were invited to apply for an inspection, in accordance with the Regulations. Applications were received from sixteen of these schools, and as it was considered desirable, in the case of the first inspection, that one Inspector should visit all the private schools, I undertook this work by direction of the Minister. For the year 1915-16, however, the work of inspecting the private schools was divided up among the three Inspectors, and accordingly I visited and reported upon the following: St. Anne's School, Kitchener (Berlin); the Ursuline College, Chatham; St. Angela's College, London; St. Mary's Academy, Windsor; the Loretto Convent, Stratford; and Alma College, St. Thomas.

As the ground traversed by me during the two years is so nearly the same, and the general conditions so little changed, my report for this year will necessarily contain little that is new.

Accommodations

The situation in regard to accommodations is practically the same as at last report. The improvements foreshadowed in regard to the Collegiate Institute at Windsor and the Toronto High School of Commerce have been pushed forward, the latter having been transferred from its temporary quarters in the old Clinton Street Public School to its splendid new home in Shaw Street, and work on the extensive additions to the former being in a satisfactory state of progress. At London, where the increasing congestion of classes had been a cause of anxiety, the proposition to erect another High School building in the eastern part of the city in order to afford relief, has been abandoned, for the present at least, in favour of the establishment of a fully equipped technical school in a more central situation The expectation is that, with the advantages of such a school prominently in view, many who would otherwise take the regular High School courses will be attracted by the industrial courses offered in the technical school, and the over-crowding of the Collegiate Institute will thus be relieved in a natural manner. The experiment is well worth trying and there can, I think, be no doubt about the success of the new school, but I believe that sooner or later additional High School accommodation proper will have to be provided. Meantime the crowded commercial classes have been relieved by the opening of branch classes in a suitable building in the eastern part of the city. I inspected this branch commercial school on the occasion of my visit to London, and found a satisfactory organization for a two years' course, under a staff of two very competent teachers.

The need of improved accommodations to meet the natural expansion of a considerable number of the schools is felt and acknowledged by the local authorities. With the development everywhere of the work in Art, coinciding with the rapid increase in the number of teachers holding professional Art certificates, a natural desire is felt to have a special Art room set apart for instruction in this department, and, similarly, with the greatly increased attention to the work in Physical Culture, corresponding to the improvement in the qualifications of the instructors, the need of the space that would be afforded by an assembly room or a gymnasium, or better still, by both, is forced upon the attention of the authorities. And, apart from these special demands, the cases are by no means inconsiderable where more ordinary class-room space is essential to the thorough organization of the work. In some cases the laboratory is pressed into the service as a class-room—always an undesirable arrangement; in other cases the highest form leads a nomadic existence, moving about from one room to another as the seats happen to be temporarily

vacated; but in most cases of excessive attendance the pupils—sometimes to double the number that efficiency would recognize as sufficient—are crowded into one room or another, with results that cannot possibly be satisfactory, no matter what may be the skill of the teacher. These difficulties, I have said, are felt and recognized, as I have found in conference with the authorities, and I am satisfied that were it not for the special conditions resulting from the war, and the feeling everywhere prevailing that all except the most necessary expenditures should be deferred, steps would be taken in most cases to provide the necessary remedies without unnecessary delay.

As this report is being prepared, news comes of the destruction by fire of the recently completed Collegiate Institute building at Barrie. Some $80,000 had just been spent in improvements, and the reconstructed building was undoubtedly one of the most commodious in the Province. The total loss, including furnishings and equipment, is estimated at $100,000. The Barrie School is one of the oldest in the country, having been established as the Senior Grammar School of the County of Simcoe in 1843. Under the principalship of the Rev. W. F. Checkley, M.A., the school long enjoyed a very enviable reputation as a preparatory school for intending university students, and many men, subsequently prominent in many walks of life, received their early training there. The present writer feels a special interest in the fortunes of the school, having succeeded to the principalship in 1868, and having continued in office for the twenty-three years following. The sympathies of the public will go out to the town, and especially to the Board of Education, to the staff and to the pupils in their misfortune. The energy of those immediately concerned will undoubtedly find means of carrying on the activities of the school pending measures for the erection and equipment of suitable new premises. It is satisfactory to know that the insurance on the burned building will form a very substantial offset against the loss.

Reading, Spelling and Writing

In accordance with the usual practice, I tested the Reading, Spelling and Writing of the Lower School pupils in all the High Schools and Collegiate Institutes visited. In practically all cases I selected for the Reading test pupils who had had at least one year's training in the High School. Because of this year's training I fixed the standard of excellence at rather a high mark. I examined individually in Reading 1,237 pupils, and of these I estimated 52 per cent. as good, 43 per cent. as fair, and 5 per cent. as poor, and 1 considered this, on the whole to be a creditable showing. In Spelling I confined my tests to first year pupils, with a view of forming an opinion as to the adequacy of the preparation in this subject previous to entrance to the High School. I examined 1,817 pupils, and of these, with a standard which I judged would be reasonable for entrance candidates, I estimated 39 per cent. as good spellers, 36 per cent. as fair, 22 per cent. as poor, and 3 per cent. as bad. This showing I considered might easily be improved upon. In Writing I examined 1,691 pupils of first year standing, and of these I estimated, using again what I considered a fair entrance standard, 41 per cent. as good, 46 per cent. as fair, and 13 per cent. as either poor or bad. In connection with the Writing, I may say that it is still quite apparent that sufficient care is not taken with the pupils previous to entrance to insist upon proper methods of holding the pen, and proper position in relation to the desk. In one school which I visited this year I found an exceptionally satisfactory showing in these particulars, and I have

no doubt that this was to some extent owing to the fact that the teacher had provided and kept constantly in view of the pupils a plaster cast of a hand holding a pen in a sensible way.

Organization of Small Schools

An important question has arisen in connection with the organization of the work in the smaller schools, more particularly those in which the staff consists of two teachers only. The Regulations provide for a limitation of the courses which may be taken up in these latter schools, Upper School courses being excluded, and Lower and Middle School courses being restricted within certain lines. All these schools make provision for first and second year Lower School forms and a Middle School form, three forms in all. As there are but two teachers, while there are three forms, the difficulty of constructing a satisfactory time-table is very considerable, and so it has happened that very commonly two classes of different grades (first year and second year classes, or second year and third year classes) are grouped together in some subjects for teaching purposes. Care has generally been taken in making these groupings to select such subjects of study as appear best adapted for the purpose, and involving least injury to the pupils concerned by reason of the grouping, but an inspection of the time-table has not infrequently shown most objectionable combinations, and has revealed the fact that an undue proportion of time, considering the proportionate number of pupils involved, has been given up to the Middle School. This condition has, during the last year or two, been aggravated by the provision made in the Regulations for giving "bonus" marks at examinations for certain subjects such as Book-keeping and Writing, Manual Training, etc., not included in the obligatory examination list, and it has consequently become necessary to surround the introduction of these bonus subjects into the school curriculum with rigid safeguards. In particular, it is stipulated that adequate provision must first be made on the time-table for the prescribed subjects taken up, before the bonus subjects can be considered, and combinations of classes of the first and second years of the Lower School courses are forbidden.

I have had occasion to take up with a number of principals the question of reconstructing the time-table so as to conform to the Departmental instructions, and I am glad to be able to say that I have met with a ready and sympathetic response. The principalship of a two-master school, however, is a difficult position requiring great tact and good judgment, and I confess that I feel in regard to every one of these schools that the comfort of all concerned would be greatly enhanced and the general efficiency of the school vastly promoted by the enlargement of the staff to three just as soon as local conditions would permit.

The War and the Schools

All classes of the community have been affected by the war, and the schools are playing their part. Many teachers have given up their positions, and boys of the higher forms have left their desks to assist in the attainment of the righteous aims for which the Allies are fighting. The scarcity of farm workers, too, resulting from enlistment, suggested the possibility of the places of these workers being filled during the busy months by pupils attending the schools. In order to encourage enlistment and farm employment of eligible pupils, the Department, in March last, issued circulars announcing the conditions under which such pupils would be exempted from various examinations for which they might be preparing, and recommended "both the Inspectors and the teachers concerned to deal as liberally

as practicable with the situation." The University Matriculation Board, also, at a meeting held early in April, decided "to accept for the examinations of 1916 the principle of the Regulations recently issued by the Minister of Education in respect of candidates who enlist for overseas service or who engage in farm work," and accordingly arranged to consider special applications for Pass Junior Matriculation.

On the ground of farm employment the total number of applications dealt with, from High Schools and Collegiate Institutes was 1,632, and from Continuation Schools 341, 1,973 in all. Of these a total of 1,551 applications were favourably considered and certificates of standing granted. On the ground of enlistment 395 applications for certificates were favourably considered. The principal exemptions were as follows:

Lower School examination	637
Middle School examination	154
Middle School and Junior Matriculation	406
Junior Matriculation	392
Upper School, Parts I and II	9
Upper School, Part I	97
Upper School, Part II	99

Provision is made by the Department and the Matriculation Board to continue similar exemption arrangements for the examinations of 1917.

I have the honour to be, Sir,

Your obedient servant,

Toronto, December, 1916. H. B. SPOTTON.

III. REPORT OF INSPECTOR HOUSTON

TO THE HONOURABLE R. A. PYNE, M.D., LL.D.,

Minister of Education for Ontario.

SIR,—I beg to submit for your consideration a brief report on the condition of the schools under my supervision during the school year 1915-1916.

I have the honour to remain, Sir,

Your obedient servant,

J. A. HOUSTON.

December, 1916.

Schools Visited

During the year I had the pleasure of visiting the Collegiate Institutes at Barrie, Collingwood, Clinton, Fort William, Goderich, Guelph, Hamilton, Niagara Falls, Owen Sound, Orillia, Port Arthur, Seaforth, St. Catharines, and North Bay, and the High Schools at Alliston, Arthur, Aurora, Beamsville, Bradford, Brampton, Caledonia, Cayuga, Chatsworth, Chesley, Dundas, Dundalk, Dunnville, Durham,

Elora, Fergus, Flesherton, Gravenhurst, Grimsby, Haileybury, Harriston, Kenora, Kincardine, Listowel, Markdale, Meaford, Midland, Mitchell, Mount Forest, Newmarket, Niagara Falls South, Orangeville, Parry Sound, Penetanguishene, Port Elgin, Sault Ste. Marie, Shelburne, Smithville, Sudbury, Thorold, Walkerton, Waterdown, Welland, Wingham, and Wiarton, a total of 14 Collegiate Institutes and 46 High Schools.

In addition to these I also visited the following private schools in accordance with instructions received: The Loretto Academy, Guelph; The Loretto Day School, 385 Brunswick Avenue, Toronto; The De la Salle Training School, 28 Duke Street, Toronto; The Loretto Academy, Hamilton; The Loretto Abbey, 403 Wellington Street, Toronto; Pickering College, Newmarket, and St. Joseph's Convent, 204 Park Street, Hamilton. This makes a total of 66 schools which I had the pleasure of visiting during the year.

As a tabulated statement of the grading of the various items in the accommodations of these schools was given in last year's report, as well as statistics of the standing of the pupils in Reading, Writing and Spelling, I shall not deal with that side of the subject now. There has been no marked change in any respect, such as would justify any detailed statement of figures.

Changes

There are no new buildings or even substantial additions to report. The improvements which were under consideration at the time my last report was written have been held in abeyance, owing to existing financial conditions, and the probabilities are that matters will remain *in statu quo ante* until a change comes which will justify the Boards in undertaking the necessary expenditure. The labour market has been so uncertain, the prices of material have been so advanced, and there have been so many other calls that it has been thought wise to postpone building wherever possible, and the Department has demanded only such expenditure as was absolutely necessary for the proper training of the pupils.

I find many changes in the staffs of the schools owing to the teachers having enlisted for overseas service. Amongst the principals who have donned khaki are Cowles of Dunnville, Wright of St. Mary's, Amos of Grimsby, Pentland of Beamsville, and amongst the assistant masters are Grandy of Barrie, Atkinson of Collingwood, Ewing of Wingham, Worden of Guelph, Vandersluys of Niagara Falls and Bell of Niagara Falls South, and no doubt there are others of whom I have no knowledge. I am pleased to learn that in the great majority of cases these teachers have been given leave of absence by their Boards, and their positions are waiting for them when they return. The teachers of the Province, whether High School or Public School, may well be proud of the fact that over 300 of their number have offered their services in fighting the battles of the Empire in support of the principles of righteousness, honour and justice.

A very marked change is the decreased attendance, especially in the senior forms, as compared with the attendance of the preceding year. For a time after the war broke out the attendance in the schools increased, owing possibly to the general stoppage of the business machinery of the country and the consequent lessening of employment, but all that has since changed. The older boys have nearly all enlisted. I was told of one form of Upper School boys which began in September, 1915, with sixteen members, and closed in June, 1916, with two; the other fourteen were preparing for the front. The younger boys and many of the girls have dropped out of school to go to work; there is no lack of employment; many

High School pupils are carrying on the work which had been done by those who are serving the Empire. Hundreds of pupils also took advantage of the opportunity of working on the farms, and having their certificates granted to them by the Department of Education or the Matriculation Board.

English Composition

I endorse every word said by Inspector Wetherell in his report last year as to the necessity of paying more attention to the matter of English Composition and of giving the subject the amount of time which its importance demands. I find a tendency to cut down the time given to Composition, especially in the Lower School, where it is not a direct subject of examination. Such a policy is but a temporary expedient to gain time and is fatal to future success. To give six lessons a week to Latin and two to English Composition cannot be defended on any ground. I am pleased to be allowed to give here the explanatory notes on the report on this subject furnished by Mr. Ogilvie of Fort William, and I trust it may be suggestive and helpful.

Notes on Composition Report of Forms IV and V

" Two periods are generally given to the writing of each Class Composition. In Form V the time-table is so arranged that there are two consecutive English periods on Tuesday. Advantage is often taken of this for class work.

" The time spent by a pupil in and for the Composition classes is very small when compared with the time he really spends in composition—in expressing his thoughts in speaking and writing. There is a danger also that the pupil will look on Composition work as something which has no place beyond the walls of the class room, in either the work of the school or the work of the world. For these reasons I have tried to direct the pupil's composition outside of class as much as possible.

"As an aid to the work in Composition I think that our school paper deserves special mention. It is most popular with the students who work hard to make it a success. As it is read before the Literary Society, and its best material is published in the city paper, the editor and sub-editors do their very best work and will not accept matter which is not worth while. Its essays, short stories, and special articles have been decidedly good. The paper gladly accepts good essays or short stories which have been prepared for Composition classes. Students like to have work appear in the paper and so do the classes. One department of the paper keeps in touch with ex-students of the school, particularly with the boys who have enlisted. This means much work, but the boys appreciate it. Every number of the paper contains four or five letters from the front. The whole school and community is, of course, interested in them. From the work of the paper this year I think that it is of value to the school and certainly of value to the work in Composition.

" In the above classes the last Composition period of each week is generally given over to oral work. Not more than one or two class debates are planned for the year. The oral work is also correlated with Supplementary Reading. Each pupil is required to give two oral compositions based on books read. In the Literature and History classes pupils give reports on assigned topics and discussions are encouraged. Students are also encouraged to take part in speaking and debating before the Literary Society. Credit is given for this. A student who gives a good oral composition before the Literary Society receives the same credit for it as if it were given in class. He is thus exempt from a similar piece of class work and is marked for the value of his work. (I am inclined to think that prepared speeches given in the Literary Society should receive a bonus over similar ones given in class.)

"Each year we try to stress certain work in composition which is really done outside of class. Last year students from these forms presented "The Merchant of Venice." This year we have given special attention to the school paper and to speaking before the Literary Society. This work was ended by an evening debate on the Single Tax."

In another Institute I found a plan of operation which appeared to me to have many excellences. No lessons were assigned for Friday afternoon; that half day was regularly given to examinations and to Composition. One full afternoon each month was assigned to English Composition, and this in addition to two other regular periods each week. This plan of giving a full afternoon allowed a style of work to be undertaken which could not be attempted under the usual division of time. The Principal assured me that the results were eminently satisfactory, better than he had been able to secure in any other way.

Elementary Science

In connection with this subject I may be pardoned if I refer, as I did once before, to certain possible dangerous tendencies which I have noted at times in the work of the younger teachers, and from which I must confess even the older and more experienced are not altogether free.

(1) Too much attention is often paid to isolated facts, and to the gaining of information on certain points, while the training of the observing and reasoning powers is forgotten, and there is a failure to encourage that spirit of investigation which is inherent in every child.

(2) Any attempt to carry on the work without specimens, or with possibly one or two for a whole class, is bound to result in failure. Children can always be interested in life and action, development and function, but the opportunity must be given them.

(3) There is a tendency to magnify the importance of the records at the expense of the results; the records should be merely the pupil's own account of what he has done, the evidence that the course has been properly covered.

(4) Outdoor work, the most interesting part of the whole course, is allowed to take a secondary place, or is given no place at all.

In this connection I published two years ago an outline of outdoor work carried on by a very successful teacher. I am now allowed to give an outline of outdoor work as arranged by Mr. Madill, of Fort William Collegiate Institute. It is quite different from that given in the former report and a comparison of the two schemes in detail is somewhat interesting.

ELEMENTARY SCIENCE.

BOTANY

First Year

Outdoor Notes.

September and October.

One topic on a page. Notes showing date, place, identification, and brief description.

Topic 1.	Annuals, minimum	5, e.g., Sweet pea, nasturtium, mustard, etc.
" 2.	Biennials	3, e.g., Carrot, beet, turnip.
" 3.	Perennials	5, e.g., Clover, grass, trees, etc.
" 4.	Climbing and twining plants	2, e.g., Sweet pea, morning glory.
" 5.	Leaf arrangement for light..	3, e.g., Maple, dandelion, buttercup.
" 6.	Seed dispersal	2, e.g., Dandelion, thistle.

Topic 7. Fruits, structure	5,	e.g., Pea, shepherd's purse, grape, etc.
" 8. Change of colour of leaf	3,	e.g., Maple, poplar, etc.
" 9. Time of falling of leaf	3,	e.g., Maple, poplar, etc.
" 10. Scars on trees and shrubs ..	2,	e.g., Pine, rose.
" 11. Winter buds	2,	e.g., Poplar, lilac.
A collection of leaves, pressed and mounted	20,	e.g., Buttercup, clover, poplar, etc.

April, May, June.

Topic 1. Opening of buds, minimum ..	3,	e.g., Poplar, lilac, willow.
" 2. Time of leafing	3,	e.g., Poplar, lilac, willow.
" 3. Time of planting of seeds...	3,	e.g., Sweet pea, radish, oats.
" 4. Time of flowering of plants..	3,	e.g., Willow, marsh marigold, dandelion.
" 5. Flowers visited by insects ...	2,	e.g., Willow, dandelion.
" 6. Seeds, shapes and markings..	3,	e.g., Bean, corn, morning glory.
" 7. Spring flowering plants	3,	e.g., Marsh marigold, violet, etc.

ZOOLOGY

First Year

Outdoor Notes.

September and October.

One topic on a page. Notes showing date, place, identification, and brief description.

Topic 1. Insects, minimum	4,	e.g., A grasshopper, a fly, a butterfly, a bug.
" 2. Spiders, webs	2,	e.g., Grass, cobweb.
" 3. Birds (1) Summer	6,	
Domestic	3,	e.g., Goose, duck, pigeon.
Wild	3,	e.g., Gull, sparrow, woodpecker.
(2) Winter	2,	e.g., Grosbeak, snowbunting.
A collection of Insects, mounted and named		e.g., Monarch butterfly, sphinx moth, etc.

April, May, June.

Topic 1. Insects, minimum	3,	e.g., A mosquito, a beetle, a dragon fly.
" 2. Fish	2,	e.g., Bass, trout.
" 3. Amphibians	1,	e.g., A frog.
" 4. Birds, wild. Arrival and Identification	12,	e.g., Robin, crow, song sparrow, canary, hawk, etc.

BOTANY

Second Year

Outdoor Observations.

September and October.

One topic to a page. A more minute description than in First Year.

Topic 1, Composites, minimum	4,	e.g., Dandelion, aster, thistle, yarrow.
" 2. Weeds	6,	e.g., Mustard, shepherd's purse, plantain.
" 3. Fungi	3,	e.g., Mushroom, mold, shelf fungus.
" 4. Nodules on roots	2,	e.g., Clover, sweet pea.
" 5, Climbers and twiners	2,	e.g., Nasturtium, hop.
" 6. Seeds of Weeds	4,	e.g., Dandelion, thistle, mustard.
" 7. Opening and closing, flowers, leaves	2,	e.g., Dandelion, clover.

Collection of:—

1. Plants pressed and mounted:		
(1) Composites, minimum ...	4,	e.g., Dandelion, aster, thistle, yarrow.
(2) Weeds	6,	e.g., Mustard, shepherd's purse, plantain, etc.
2. Woods: Cut and mounted	10,	e.g., Poplar, willow, pine, etc.

April, May, June.

Topic 1. Trees: Height, branching, bark, etc., minimum	3,	1 shrub, e.g., rose; 1 evergreen, pine; 1 deciduous, willow.
" 2. Catkins on trees	2,	e.g., Willow, poplar.
" 3. Ferns	1,	e.g., Polypody.
" 4. Fungi	1,	e.g., Puffball.
" 5. Plant Societies	2,	e.g., A forest, roadside, garden, rock, pond, meadow, marsh.

At least three plants in each society.

A collection of plants with flowers. Those studied in class. Representatives of several orders.

1. Trees, minimum	2,	e.g., Willow, poplar.
2. Monocotyledons	1,	e.g., Trillium.
3. Dicotyledons	9,	e.g., Marsh marigold, violet, strawberry, etc.

ZOOLOGY

Second Year

Outdoor Observations.

September and October.

One topic to a page. A more minute description than in First Year.

1. Insects, minimum	4,	e.g., A butterfly, a moth, a bee, a beetle.
2. Spiders	2,	e.g., Grass, cobweb.
3. Birds	6,	
Domestic	2,	e.g., A swimmer, a scratcher.
Wild	4,	e.g., A diver, a percher, a seed-eating, and an insect-eating.
4. Mammals	6,	
Domestic	4,	e.g., A one-toed, a two-toed, a four-toed, a five-toed.
Wild	2,	e.g., Rabbit, squirrel.

April, May, June.

A more special study of habits, etc., of a small number.

1. Insects	2.	Your choice.
2. Fish	1.	"
3. Amphibians	1.	"
4. Reptiles	1.	" e.g., A snake.
5. Birds	2.	"
6. Other animals	3.	" e.g., Crayfish, clam, wood louse.

Pictures

I am pleased to note that as time goes on more use is being made of projection lanterns for the purpose of illustrating the work in class. Educators have been slow to recognize the educational value of pictures, and especially of the "movies." They are here to stay, however, and our business should be not to condemn them but to enlist them for human service. Pictures are a universal language, and have always been used to convey information. Nowadays the alphabetic language and the picture language are supplementary; no text is looked upon as complete without both. Very often a failure in language work, either oral or written, is due to haziness of impression rather than to sheer lack of knowledge. In History, Science, Literature, Geography, pictures, whether from slides, cards, or films, will deepen and fix impressions, and make clear and definite that which without them might be cloudy or hazy.

Moving pictures or pictures of any kind will save time, not waste it. Their main value is for information only, not for mind training, except in a limited sense, and in this connection they can be used in College, Collegiate or Kindergarten either to simplify or to amplify knowledge. Certain kinds of information may be had from films or pictures more correctly than from any lecture or text, and in one quarter the time, and many things can be taught in no other way.

I find that a good lantern with a reflectroscope attachment is now an essential part of the equipment in most of the leading schools, and in a few cases I have found moving pictures in regular use. The outlay is not very great, and if a demand be created for slides or suitable films, producers will be quick to seize the opportunity of providing them. As a matter of fact a very good selection of films is now available, and they may be rented and changed from week to week as desired.

Current Events

This is a topic which often receives but scant attention, the more's the pity. Matters have improved somewhat since the study of the war has been made a specific requirement in the departmental and matriculation examinations, but there is still room for advance. There seems to be a difficulty in finding a place for it in the regular day's work. In one four-master school I found a plan in operation which solved two difficulties, namely, provision for a suitable amount of time in Physical Culture and also in Current History. The plan is peculiarly applicable in a school of three, four and five masters where the Physical Culture work has to be taken in the ordinary class rooms. The school was divided into two sections, senior and junior, each section containing both boys and girls. An ordinary 30 minute lesson period was assigned each afternoon to Physical Culture and Current Events. The boys of the junior section were taken by one teacher in one class-room, the girls of the same section in another class-room in Physical Training for one-quarter of an hour. During this quarter of an hour the principal took the whole senior section in a review of Current Events, Civics, War, etc. Then the sections changed; the principal had the junior section for the second quarter hour, and the seniors had Physical Training. The Science master had the whole half hour for his own laboratory work. Thus every pupil had every day fifteen minutes of good lively work in Physical Culture, using wands, dumb-bells, etc., and every day the same time was spent in discussing current events. The plan worked admirably and the pupils did not become tired of either the Physical Culture or the work in History.

Written Work

In spite of all that has been said in reports and regulations, I still find in many classes whole books filled with practically dictated notes which the pupils are expected to memorize and which comprise all they are supposed to know of the subject in hand. This is especially the case in History and Geography, two subjects in which the authorized texts are of such a character that no dictation of notes should be necessary; the texts themselves are all the notes needed. The practice weakens the pupil's powers, destroys his initiative and self reliance, and is objectionable from any point of view. The "principle of ease" seems to be the only excuse for it; it is the easiest way to cram the pupils for examination, and the same notes can be used year after year.

There appears to be too much written class work done in nearly every subject and much too little oral work, in which the time could be more pleasantly and profit-

ably spent. Speaking generally, it would be wiser to use written exercises for review work only, and oral exercises for the ordinary class recitations. There is a deadly monotony writing out proposition after proposition in geometry, for example, or in daily putting on the board work largely copied from the note books, or worse still, in writing work in scribblers, much of which is never seen by the teacher. A good oral exercise, well conducted, will arouse interest and stimulate the class to do their best; it will enable the teacher to test the style of preparation; he will find out who is doing the work himself and who is depending on others; he will know where to assist and where to reprove; he will have a thorough grasp of the whole situation so far as the members of the class are concerned, and will be in a position to act accordingly.

Art and Physical Training

The work in Art and Physical Culture continues to increase in excellence. Year by year the advance in the quality of the work is most marked and fully justifies the regulation that these subjects should be taught only by those who have received special training. There are now a large number of very good Art Classes in the Middle School Forms, and the work in Physical Culture is making equally good progress considering the adverse conditions under which it must often be carried on, owing to lack of equipment and suitable accommodations. The summer schools have been well attended and the teachers are loyally endeavouring to fit themselves for the highest degree of efficiency in their particular branch of human service.

The events of the past two years have drawn attention to the value of Physical Training as nothing else could have done. Teachers and parents alike are realizing its value and its importance as a means of developing the pupil's physical being and at the same time of arousing and training his mental and moral faculties. It not only preserves health and establishes mental and physical alertness and control, but it teaches habits of obedience, emphasizes the necessity of co-operation, and instils a love and respect for fair play and honourable dealing. The subject is now being given its proper place in our school time-tables and the character of the work done is generally creditable. Of the 60 schools mentioned in section I of this report, 16 were given grade I in Physical Culture, 25 received grade I-II, 8 grade II, and 11 were not formally graded, owing to technical difficulties rather than to the style of work.

In the light of recent events Canadians can well understand the viewpoint of those who reason, "(1) Canada's greatest problem now and after the war is the character of Canada's citizens, (2) the quality of Canada's citizenship is determined in the schools and teaching centres of Canada's youth, (3) training for citizenship should be obligatory, not voluntary, (4) one of the fundamental duties of citizenship is Defence of Country, (5) hence, the necessity of impressing early upon Canada's young citizens the responsibility of citizenship, by making some system not only of physical but of military drill obligatory in every Canadian school."

APPENDIX D

REPORT OF THE DIRECTOR OF INDUSTRIAL AND TECHNICAL EDUCATION

To the Honourable R. A. Pyne, M.D., LL.D.,

Minister of Education for Ontario.

Sir,—I have the honour to submit herewith my Annual Report on Industrial and Technical Schools.

Progress of Industrial and Technical Education

The Industrial Education Act, which provides the authority under which the Industrial and Technical Schools of the Province are established, has now been in operation for five years. It is fitting, therefore, that I should review briefly in this Annual Report the progress of the development of the industrial and technical educational work undertaken under the direction of the Department of Education.

In 1909 the Minister of Education, in response to the public interest awakened in technical education, commissioned Dr. Seath, the Superintendent of Education, to report upon a desirable and practicable elementary system of technical education in Ontario, after inquiry into those already existing in other countries. In accordance with his instructions he examined the systems in England, France, Scotland, Germany, Switzerland, and the United States. Dr. Seath's report was published in 1910 and his recommendations were embodied in the *Industrial Education Act* passed by the Legislature in 1911.

This Act empowered municipalities to establish, with the consent of the Minister of Education, industrial and technical schools and to provide for the support of such schools by general taxation. The Legislature voted a sum of money to assist municipalities in the maintenance of these schools.

Progress as Shown by the Number of Schools Established

The response of the municipalities was remarkable. Eight schools were established in the academic year 1911-12; seven additional in 1912-13; fourteen in 1913-14; five in 1914-15; and, so far, eight new schools have been opened this year. At present there are only two urban municipalities with a population of over eight thousand that have not established schools, and one of these has provided sufficient money in the estimates to make a liberal beginning next autumn. Most of the smaller towns that are industrial centres have established schools.

Seven municipalities have organized day schools, four of these being full-time industrial schools, and three being technical departments of High Schools.

Progress as Shown by Attendance of Pupils

The rapid growth of the work is also shown by the increase in attendance of pupils in the various subjects of instruction from year to year. The following diagram shows graphically the attendance by subjects for the years indicated:

Progress as Shown by the Amount of Money Spent by Municipalities in the Support of Industrial and Technical Schools

The steady increase in the amount of money spent by municipalities in support of industrial and technical schools is one of the most obvious signs of the progress of industrial and technical education. During the last three years the following sums have been spent on salaries:

Day Schools.

1913-14	$54,013.92
1914-15	58,566.99
1915-16	93,738.61

Night Schools.

1913-14	57,104.02
1914-15	64,524.02
1915-16	78,251.20

In addition, some of the municipalities have spent large sums on capital account in erecting buildings and providing equipment. Hamilton was the first to erect a building for the purpose of technical education. The building and equipment cost $100,000. The school has now outgrown the building and the Board of Education has purchased at an expenditure of $75,000 a site on which it purposes to build a new school. Toronto opened last year a Technical School which cost for site, building, and equipment over $2,000,000. Two years ago London purchased a site for a new technical school and plans for a most complete building were prepared. The more important parts of the building, including class-rooms, workshops, laboratories, offices, etc., are being erected; later the building will be completed in accordance with the plans by adding an assembly hall, gymnasium, swimming baths, etc. The total cost of building, site, and equipment will in the end possibly amount to $350,000. At Windsor a new building is being erected in connection with the Collegiate Institute and the old building is being remodelled. The completed building will have all modern appointments and will provide accommodations for both day and night industrial classes. The cost of the improvement will be $200,000. Ottawa this year purchased a property that had been utilized for college purposes. The building has been reconstructed for use as a vocational school in which both commercial and industrial classes are established. The cost of property and reconstruction amounted to over $200,000.

Progress as Shown by Legislative Grants Earned by Municipalities

The liberality of the Legislative grants offered has been the chief inducement which has led municipalities to establish schools, and the opportunities for organization made possible by the money supplied from these grants, coupled with the public demand for instruction of the kind offered, account for the establishment of so many schools in such a short period of time. The grants are apportioned to the schools on the basis of the amount paid for the salary of teachers, upon the accommodations, and upon the equipment provided.

The grant on salaries is apportioned as follows on the total salaries of the staff: In cities with a population of 150,000 and over, one-third; in other cities, one-half; in towns, two-thirds; and in villages, five-sixths. The maximum for day schools is $5,000 and for night schools $3,000.

On equipment there is an initial grant of 40 per cent. on the cost of new equipment provided in any year and 20 per cent. on the same equipment for each of three succeeding years, the maximum for day schools each year being $2,000 and for night schools $1,000.

The grant on accommodations is apportioned under a scheme which takes into account the adequacy and the suitability of the school grounds, school buildings, class-rooms, workshops, laboratories, heating, lighting, etc.

The progress of the industrial educational movement is shown by the grants earned under the above scheme. The following table gives the totals:

Year	Grants Paid for Day Industrial Classes	Grants Paid for Night Industrial Classes	Total Grants Paid for Industrial Classes
1911-12.....	3,400.00	1,980.26	5,380.26
1912-13.....	22,174.97	14,953.51	37,128.48
1913-14.....	26,841.15	29,393.95	56,235.10
1914-15.....	21,966.84	32,644.94	54,611.78
1915-16.....	24,313.49	33,879.16	58,192.65
	$98,696.45	$112,851.82	$211,548.27

The apparent decrease in day school grants for 1914-15 and 1915-16 was due to a change in the basis of distribution.

The Character of the Education in Industrial and Technical Schools

The *Industrial Education Act* provides for the organization of: (1) Day Schools as follows: (*a*) General Industrial Schools and courses for instruction in such subjects as may form a basal preparation for the trades, including workshop practice; (*b*) Special Industrial Schools and courses for instruction in the theoretical and practical work of particular trades; (*c*) Technical High Schools and High School courses; (*d*) Part-time Co-operative Industrial courses in which apprentices employed in the workshops may receive instruction bearing upon their trades; (*e*) Schools and Courses for instruction in the Fine and Applied Arts. (2) Night Schools, in which workmen and workwomen employed during the day may receive theoretical and practical instruction in their trades or callings.

Since the Act came into operation schools of all the types provided for have been organized.

Progress in Developing Day Industrial and Technical Schools

Day Industrial schools have been established in Brantford, Hamilton, London, and Toronto with both general and special courses of study. Technical depart-

ments are established in connection with the schools at Haileybury, Sudbury, and Sault Ste. Marie. Day schools for instruction in applied art are connected with the Technical Schools at Hamilton and Toronto.

In the general industrial courses of the day schools about 50 per cent. of the time is given to practical industrial work and 50 per cent. to the academic subjects. The academic subjects provide for a training in English, industrial history and geography, and in the mathematics, science, and drawing fundamental to the industries.

There has been a general extension of the practical work for boys. In the beginning it was confined mainly to woodwork. Forge shop practice, machine shop practice, printing, plumbing, automobile construction and operation, sheet metal work, etc., have been added.

The practical subjects for girls include both the industrial subjects by which girls purpose to earn their own living and also the subjects which are connected with the activities of the home. In the beginning these subjects were mainly cookery and sewing, but they are being extended to include catering, home and trade dressmaking, millinery, home nursing, home economics, power machine operation, etc.

Progress in Developing Technical Departments of High Schools

High Schools were organized in the beginning to prepare students for entrance to the Universities and the professional schools, and the courses of study are still largely controlled by the entrance requirements of the Universities and the Normal Schools. Long ago it became manifest that the needs of the students who are not preparing for the professions could not be met fully by the fixed courses of study prescribed for matriculation. The first attempt to adapt the courses to meet the requirements of such students was through the establishing of commercial departments in the High Schools. The success of these departments has amply justified their existence.

Now there is evidently a corresponding demand for special technical classes. Take for example the case of Haileybury. Principal Wilson reported in 1914 that since the opening of the High School in 1910 he had enrolled 104 boys, and of these only two had completed University matriculation, while 68 had left the school to become directly associated with the mining industry and 24 others had taken up some commercial occupation directly connected with the same industry. It would appear from this statement that the need of a large majority of the boys in this town is for a specialized training rather than for the prescribed High School course. The mining department of the High School was organized to meet this need. A corresponding need in Sudbury had previously led to the establishment of the mining department of the High School in that town. The technical department of the Sault Ste. Marie High School was organized to provide special training for the young men who enter the steel industry of that city.

The mining departments of the schools at Haileybury and Sudbury have been placed this year on a much more satisfactory basis. Additional accommodation is being provided for laboratory work and assaying at Sudbury and an additional teacher has been appointed; a new building is being erected in Haileybury to provide for a stamp mill and laboratory and class-room accommodation; an additional teacher will be appointed in this school also as soon as the building is completed. Practical courses of study, distinct almost completely from the ordinary High School courses, are adopted in both schools. A decided impetus has been given

to the work by the recognition that these courses have received from Queen's University. Students who have completed the course either at Haileybury or Sudbury are admitted to standing in the School of Mining without examination.

Progress in Developing Part-Time Courses

Part-time co-operative classes for men engaged in the printing and plumbing trades, and for women who are house workers have been in operation for several years in the Toronto Technical School. The most important advance in the Province in the organization of the part-time system was made this year by the Technical School at Hamilton. Principal Sprague, who has devoted a great deal of energy to outside organization work among the industries of the city, has succeeded in inducing the managements of eighteen different firms, covering most of the important industries of the city, to enter into a plan of co-operation with the school in accordance with which their apprentices are allowed to attend the school one-half day a week and are paid for the time spent in the school. The instruction given is related to the needs of the apprentices in their trade work and, therefore, increases their efficiency as workers; hence both apprentices and employers profit by the scheme.

Progress in Developing Night Schools

The night industrial and technical schools have found a permanent place in the educational system of the Province. The schools which were first to be established, such as those at Brantford, Brockville, Hamilton, London, Stratford, and Windsor, have not only maintained their positions, but have been growing in usefulness from year to year. The demand for new schools continues. Schools were opened this year at Arnprior, Cobourg, Chatham, Newmarket, Parry Sound, St. Catharines, Thorold, and Welland.

In recent visits to schools in the United States I was struck by the increasing importance given to night class work. Those directing industrial education have come to recognize that the night schools furnish the only satisfactory means for the educational improvement of adults who are employed during the day. Part-time systems may apply to boys and girls from fourteen to sixteen years and to apprentices from sixteen to twenty, but the night schools open avenues for advancement to men and women at every stage.

Our schools provide a very wide range of work in practically all departments of industrial and technical instruction. In fact, any course of instruction for which there is a demand will be supplied by the local advisory industrial committees controlling the schools. A full list of the subjects taught will be found in the statistical tables at the end of this report. It will be observed that the most common subjects demanded by men are, architectural drawing, machine drawing, the reading of blue prints, shop mathematics, and shop practice in the various trades; women apply mostly for cooking, sewing and home dressmaking and millinery.

The Effects of the War on the Progress of Industrial and Technical Schools

The principals of all the schools report that the attendance of pupils would have been very much larger had it not been for war conditions. The effects are especially noticeable in night class attendance, because, as one would expect, those who have the determination to succeed by improving their educational attainments by taking advantage of night class instruction are among the first to enlist for

overseas service. Classes were discontinued in two of the larger industrial centres, because practically all the students had enlisted, and in three of the smaller centres, because the purposes for which the classes were established had been fulfilled. The war also has retarded the establishment of new schools. The boards of several towns report that they are prepared to consider organization when the war is over.

Considering the depressing effect of the war the general progress throughout the Province is the more remarkable. This is accounted for in part by the attendance of a large number of those engaged as munition workers, who come to the classes for special instruction directly in the line of the work in which they are engaged, and in part by the larger attendance of women, and of youths who have not reached the military age.

The Problems of the Future

We have acquired through our own experiments and those in other countries a fund of information regarding vocational educational needs and the best means of organizing to meet those needs. In some respects this is the most valuable result of our five years' experience, because it has furnished us with some very clearly defined problems for the future and has given us suggestions for the solution of these problems.

The Necessity for Conserving Human Resources

Most of these problems centre in or are in some way connected with the determination of means for developing and conserving the human resources of the country. Whenever men of affairs meet to consider the industrial problems that the pressure of times is forcing on the attention of the people, the emphasis in discussions is being placed on the necessity of conserving the human power of the nation as the only means of making the most of our natural resources. *"The war has agitated every British country to its foundations. It has caused a searching of heart which the world has not known before in modern times. Among the most remarkable of its results has been the re-examination which each nation has been compelled to make with regard to its material resources. The gospel which we have been preaching for some years past has now been found to be the true gospel. It has been found by hard experience *that national safety demands that the nation should not only possess resources but understand them and be able to utilize them economically.* Whereas, a few years ago people listened to the discussion of this subject with polite but somewhat academic interest, they now know that no subject is of more importance to the national well-being and that *the lack of developed capacity to utilize every possible resource may in certain emergencies mean disaster.* Therefore, though it be a time of war when thoughts of war and matters relating directly to its conduct occupy people's minds almost exclusively, yet it has become clear that our work is of the most far-reaching importance. Every consideration points to vigorous and aggressive action rather than to postponement or delay."

I have quoted the foregoing because it is a forceful and clear expression of the present day attitude of our industrial leaders. The sections that I have taken the liberty of having printed in italics suggest the fundamental relation of material to personal resources; the one is conserved by the development of the other. To save our heritage in material things we must develop the ability to "sell more brains and less material."

*From the address of Sir Clifford Sifton, Chairman of the Commission of Conservation, at the Eighth Annual Meeting of the Commission.

But the conservation of human power is, at root, an educational problem. Any improvement in the present working force can be brought about only through training. The resources of the future are to be found in the development to the fullest of the capacities for service latent in our youth.

Losses in Human Resources

One of the results of our experience in industrial education has been to give some appreciation of the wastage resulting from an imperfect utilization of these capacities. No accurate calculation has been made of the total of this wastage. We have estimated with a fair degree of accuracy our losses from partial and imperfect cultivation of our lands; these have been calculated in terms of bushels of grain and tons of meat and dairy products; but the problem of summing up the immensity of our losses through failures to obtain the highest economic values from the cultivation of the talents in skill, in mental resourcefulness, and determination of purpose in our children has never been solved. An exact solution of this problem, possibly, cannot be found, because some of the factors involved are not measured by physical standard. But our experiences are giving us an insight into the nature of these losses and the stages at which they occur.

The study of the attainments of part-time and night school pupils, and the results of vocational and industrial surveys point to two outstanding sources of loss.

(1) The loss which results from the failure of children to become equipped with a full common school education.

(2) The loss which results from the failure of the youth to obtain an adequate vocational equipment for a life career in some useful trade or calling.

Each of these sources of loss should be seriously investigated.

Losses from Lack of Common School Training

The minimum equipment in general education for boys and girls has never been standardized. Our present ideas are fairly well summed up in the requirements of the first four forms of the Public School Course of Study. This educational standard at least is not too high as a foundation for citizenship. Certainly those who fail to complete such a course find themselves seriously handicapped in any field of work offering opportunities for advancement.

What percentage of Ontario children reach this standard? What is the educational status of those who fail to complete a full Public School course? These are questions which we should take steps to answer with a fair degree of accuracy; if the losses at this stage are as great as they appear to be we should determine the causes and find means to prevent them.

Losses from Waste of Labour

But the investigation should not stop with the determination of the educational status of those who leave school at the limit of compulsory attendance. What becomes of these children? Our experiences in connection with industrial education seem to point to the fact that a very large number of this class find their way into occupations that have but little promise for the future. The serious aspects of this question are set forth in a recent report of a British Royal Commission. After pointing out the tendency of the youth to enter "blind alley" occupations the report goes on to say, "We cannot believe that the nation can long persist in ignoring the fact that the unemployed, and particularly the under-employed and unemployable, are thus being daily created under our eyes out of bright young lives capable of better things, for whose training we make no provision. It is, unfortunately, only too clear that the mass of unemployment is continually being recruited by a stream of young men from industries which rely upon unskilled boy

labour, and turn it adrift at manhood without any general or special industrial qualification, and that it will never be diminished till this stream is arrested."

Now, this process of the transformation of school boys into unskilled workers, described in this report, is going on in Ontario. What is the extent of the wastage from this source? What can be done to prevent it? What are the causes? These questions involve both educational and economic problems that are being discussed very widely in other countries.

The facts in the premises are being summarized somewhat as follows:

(1) One of the chief results of systematic child study investigations has been to show the opportunities and the necessities for training the child during adolescence, and to point out the evil effects, both to the child and to society, of educational neglect during this period.

(2) Manifestly the child of fourteen is not capable of choosing intelligently a vocation, because he lacks that knowledge and appreciation of values in himself and in the world's activities that would fit him to choose wisely his life work.

(3) Moreover, very few forms of employment that promise to be satisfactory life vocations are open to children younger than sixteen years of age. The skilled trades have no place for learners under that age, and the age for admission to professional schools is usually higher. Consequently, the children between fourteen and sixteen years of age who are at work are engaged in "dead end" occupations. An investigation of the United States Bureau of Labour showed that of a certain number of children under sixteen years who left school for work, ninety per cent. entered industries in which the wages of adults were $10.00 a week or less.

Now, if the child between fourteen and sixteen years is at the most critical stages of his life and needs guidance, control, and training, if he has not sufficient maturity to choose wisely a vocation, if industry has no permanent place to offer him, what shall we do with him? When shall we allow him to leave school? What kind of training shall we give him? When shall we allow him to go to work?

Necessity for Extending Period of Education

The only solution of the problem involved in finding answers to these questions appears to be in the extension of the period of education of the child from fourteen to sixteen years or even beyond this limit.

The fundamental necessity of extending the period of the education of the youth is becoming recognized by the English-speaking nations. Opinion in Great Britain is fairly expressed in the following paragraph taken from an editorial in the London *Times* in which the work of committees to provide for educational reconstruction is discussed: "How far we are from the ideal at present is shown by the fact that of the two and three-quarter million English children between the ages of twelve and sixteen only 1,100,000 get any further education after the age of thirteen. No change in the curriculum is going to make good citizens of the remaining 1,650,000 to whom no curriculum is applied. To alter these figures is the main task of the committees which are being set up. There are many other necessary reforms and lines of development; but all are subsidiary to this, and all are blocked until this obstacle is removed."

But the experiments would appear to show that the extension of the school term will be effective in a large way in improving conditions only when each of the three following conditions is fulfilled:

(1) That additional facilities be provided through full-time or part-time day schools for children beyond fourteen years of age in which vocational training with an industrial bias in urban centres and an agricultural bias in rural centres is made an essential part.

(2) That attendance at part-time or full-time day schools be made compulsory for all children between fourteen and sixteen years of age.

(3) That in the larger urban centres agencies be established to assist parents and pupils in selecting suitable vocations and courses of training.

The reasons for demanding these conditions are not theoretical; they are based on experience; this is shown by the following considerations.

Necessity for Vocational Day Schools

There is no gap between the Public Schools and professional or commercial life, because the High Schools lead directly to the University, the professional schools, and positions with business concerns, and a sufficient number, probably too many, are being led in these directions; but a real chasm exists between the Public Schools and positions with promise in industrial activities, where the needs for skilled labour are great. The vocational day school has proved to be the only satisfactory means of bridging this chasm.

Necessity for Compulsory Attendance

Experiences show that even where suitable buildings, adequate equipment, and well-trained teachers are employed and where the courses of study are made vocational in character, the problem of securing the attendance of the children who have been in the habit of leaving school at fourteen years of age still requires to be solved.

When the movement for vocational education began to gain strength about five years ago vocational schools were established at many of the industrial centres in the Eastern and Middle States. The attendance at such schools has, on the whole, been fair, but their organization has appreciably diminished the outflow of children at fourteen years of age from schools only in centres where compulsory continuation school laws have been brought into operation.

Although Toronto has provided ample accommodation in the Collegiate Institutes, the High School of Commerce, and in the Technical School, and the best equipment available has been provided, yet, if we are to judge by the experience of other cities where compulsory part-time schools are in operation, the chances are that if the *Adolescent School Attendance Act* were put into operation at once and effectively enforced, from five to ten thousand children who need training would be brought into the schools.

It is evident that some form of compulsion, either part-time or full-time, is necessary to meet the situation; but the opinions of men who have studied the problem from both educational and economic standpoints, appear to be fairly divided between the support of part-time schools and demands for raising the age limit for all pupils for full day attendance up to a higher level. Those who favour the part-time plan are fairly well agreed that to secure effective educational results at least one-half of the working time of the pupils should be devoted to attendance at a day school, but many go so far as to say that the part-time compulsory school should be regarded only as a temporary expedient. They contend that the time spent by the child between fourteen and sixteen years in industry is, on the whole, a loss to industry, and also, in most cases, a loss to the child.

Necessity for Vocational Guidance

The selecting of a vocation is becoming increasingly more perplexing to young people and their parents, and the need for some available form of assistance is urgent, especially in large industrial communities. Intelligent choice can be based only on a knowledge of the materials of choice. The youth, therefore, must learn something of trades and professions, their character and social value, their oppor-

tunities, qualifications for admission, restrictions placed by labour unions or professional bodies, time and expense involved in preparation, permanency, healthfulness, safety, remuneration, etc.

But the opportunities for study are, under modern conditions, unfavourable. The occupations of our country in the earlier days were relatively few and simple, and were free to the inspection of all. The blacksmith, the weaver, and the shoemaker welcomed a chat with the school boy. To-day the magnitude and complexity of industrial organizations and the minuteness of specialization in operations would bewilder the youth, even if he had opportunities for observation, but these are denied, for the "No Admission" signs are posted everywhere.

Parents naturally look to teachers for advice, but it is not reasonable to expect the school to be completely responsible for the vocational guidance of the youth. Teachers should be competent to give general instruction on the industries of the country and the activities of the people, but they cannot be expected to have an intimate knowledge of the details of employments in our highly organized factory systems and business concerns; nor can they be expected to be familiar with industrial statistics, labour conditions, and the hundred and one other problems of interest to young people preparing to enter upon their life work. Moreover, many of our teachers are young men or, more frequently, young women, just entering on their callings, and, therefore, lacking in that knowledge of life and sympathetic insight into human nature necessary to wise counsellors of the young.

It is evident that, as in the case of medical inspection, a specialized service is necessary for the maintenance of any adequate system of vocational guidance. In fact, a department of vocational guidance is the logical completion of the idea expressed in the department of medical inspection. The office of the one department is to conserve the life of the community; that of the other, to direct it into useful channels of service.

Obstacles in Way of Advancement. Need for Federal Support

Now, what stands in the way of fulfilling the conditions that have been described, and of carrying out a comprehensive scheme which will provide for the vocational education of all who have need of it? The main obstacle is lack of funds. It is useless to pass a compulsory attendance law unless school boards are prepared to provide the accommodation, equipment, and teachers necessary to take charge of the children brought into the schools by its enforcement. Local school tax rates are, as a rule, high, and boards are not inclined to undertake large expenditures. They have, as I have pointed out, been liberal in joining with the Department of Education in supporting night class instruction, because no large outlays are demanded for buildings and equipment, and the returns are immediate, but the erection and equipment of special buildings for day schools is another matter, and the people are naturally looking for support for work which they do not regard as purely local.

The claims of the Province for Dominion support for industrial and technical education have been set forth on many occasions by the Minister of Education and it is unnecessary to repeat the arguments here.

The Situation in the United States

But it may be pointed out that the situation is not one met in Canada alone. In the United States it is being found that the State unit is too narrow to assume the responsibility for the support of schools which in a very peculiar sense are for the benefit of the nation at large. Appeals are being made for national support for vocational education. The Smith-Hughes Bill, which provides very liberally

for the training of vocational teachers and the support of vocational schools, is now before Congress. The bill is receiving very general support and it is said to be certain to pass.* The arguments used in support of this bill are of interest to us not only because conditions in Canada and the United States are somewhat similar, but especially because they show the trend of thought and action in the country which, in many respects, must always be our chief competitor in the world's markets. The following are the arguments in support of the bill as formulated in short form by the Commission on National Aid to Vocational Education:

National Grants are Needed.

1. *To make the work of vocational training possible* in those States and localities already burdened with the task of meeting the requirements for general education.

2. *To help the States* with their widely varying resources bear the burden of giving vocational education as a national service.

3. *To equalize among the States the task of preparing workers* whose tendency to remove from place to place is increasing, making their training for a life work a national as well as a State duty and problem.

4. *To secure national assistance* in solving a problem too large to be worked out extensively and permanently save by the whole nation.

5. *To secure expert information* from the agencies of the National Government, bringing to bear a country-wide knowledge and viewpoint, which will put the work of the States on a scientific and businesslike basis.

National Grants are Justified.

1. *By the interstate character of the problem* of vocational education, due to the interstate character of our industries and the national character of State business and industrial life.

2. *By the national character of the problem,* for it concerns all the people and is of nation-wide interest and importance.

3. *By the urgency of the case.* The problem is pressing. The opportunity for highly skilled labour in all its forms was never what it is to-day. The nations of the world reach out to the United States and we to them. Our ability to seize this opportunity depends in large measure upon an abundant supply of highly skilled artisans in every line. The urgency is such that the States and cities cannot meet it if they would. The Nation must help if it is to be done in time.

Provisions for Vocational Education of Returned Soldiers

By an Act of the Legislature, the Soldiers' Aid Commission of Ontario was empowered to provide specially for the vocational education of returned disabled soldiers. The Commission has appointed Mr. W. W. Nichol as Vocational Officer to take charge of this department of vocational education. He is working in harmony with the Dominion Military Hospitals Commission and the Ontario Department of Education. He is studying the needs of the men in the military convalescent hospitals and is making provision to meet these needs either through individual or class instruction in the hospitals themselves or through attendance at classes in commercial, technical, or other schools already established.

Roughly, the work undertaken may be classified under the following heads:

(1) Education in elementary and commercial subjects and light shop work in wood or metal undertaken by convalescents primarily for therapeutic reasons.

(2) Education for convalescent patients for improvement in academic, commercial and industrial branches.

*Since this Report was written the Smith-Hughes Bill has been passed by Congress without a dissenting vote.

(3) Re-education for soldiers so disabled by their military service that they cannot return to their former vocations. Such men are given training for new occupations suited to their condition and capacity.

Classes have been established in connection with the convalescent hospitals in Toronto, Hamilton, London, and Ottawa, and are being organized in Kingston. Other classes will be provided in the same centres or in other centres as needed.

The classes established in connection with the hospitals in Toronto provide for instruction in commercial subjects, civil service preparation, telegraphy, railroad standard train rules and traffic orders, carpentry, joinery, cabinet making, and general woodworking. Arrangements have been made with the Technical School by which returned soldiers are taking courses in the Toronto Technical School in motor mechanics, machine shop practice, electricity, mechanical drawing, printing, plumbing, industrial design, and painting and decorating.

In Hamilton, elementary and commercial instruction is given in a class room in the convalescent hospital, and soldiers attend the Hamilton Technical School for instruction in mechanical drawing, machine shop practice, workshop mathematics, and electricity.

In London, classes are formed in the convalescent hospital for instruction in elementary and commercial subjects, civil service preparation, telegraphy, woodworking, and cabinet making, and soldiers attend the London Industrial School for instruction in machine shop practice, mechanical drawing, electricity, industrial design, and trade carpentry.

In Ottawa, all instruction is given in the hospital. Classes are provided in elementary subjects, woodworking, carpentry and joinery, mechanical drawing, auto mechanics, and in arts and crafts.

At the end of January, 1917, there were 554 returned soldiers enrolled in the various vocational classes in military convalescent hospitals throughout the Province.

Statistical Tables

The appended tables give information regarding subjects of study and attendance in day and night Industrial and Technical Schools for the current academic year.

I have the honour to be, Sir,

Your obedient servant,

Toronto, February 17th, 1917. F. W. MERCHANT.

TABLE I—ATTENDANCE AND COURSE OF STUDY—INDUSTRIAL AND TECHNICAL DAY SCHOOLS

Schools	General Industrial Classes	Special Industrial Classes	Technical High School Classes	Co-operative Industrial Classes	Classes in Fine and Applied Arts
Brantford Industrial School	9	.....	.....	.....	.....
Haileybury, Mining Department of High School	.....	.....	23	.....	.....
Hamilton, Technical and Art School	95	122	14	73	40
London, Industrial and Art School	64	.....	46	.....	.....
Sault Ste. Marie, Technical Department of High School	.....	.....	.....	4	.....
Sudbury, Mining Department of High School	.....	.....	23	.....	.....
Toronto, Technical and Art School	446	859	337	41	161
Totals	614	981	443	118	201

TABLE II—ATTENDANCE AND SUBJECTS OF STUDY—NIGHT

Schools	Applied Mechanics	Art and Design	Architectural Drawing	Freehand Drawing	Mechanical Drawing and Machine Design	Perspective Drawing	Building Construction and Carpentry	CabinetMaking	Chemistry	Clay Modelling	Cooking	Electricity	Electroplating	Embroidery	English	Estimating	Machine Shop	Forge Shop	Gasoline Engine and Auto Management.
1 Arnprior	..	...	....	....	....	..	....	..	...	..	....	....	..	...	....	...	....	..	....
2 Brantford	..	14	9	....	21	..	....	..	...	..	80	25	..	...	58	...	12	10	25
3 Brockville	..	...	....	19	10	..	....	..	9	..	28	....	..	...	14	...	....	..	....
4 Chatham	..	...	10	....	8	..	....	..	...	..	....	....	..	...	99	...	....	..	59
5 Cobourg	..	...	....	....	....	..	....	..	...	..	....	....	..	...	10	...	....	..	....
6 Collingwood	..	...	....	....	21	..	....	..	...	..	13	....	..	...	....	...	....	..	....
7 Cornwall	..	...	....	....	13	..	....	..	...	..	44	5	..	...	53	...	....	..	....
8 Dundas	..	...	....	....	15	..	....	..	...	..	18	9	..	...	35	...	....	..	....
9 Fort William	..	17	....	....	12	..	....	..	10	..	18	22	..	...	17	...	....	..	....
10 Galt	..	...	....	....	26	..	....	..	...	..	9	6	..	...	....	...	....	..	....
11 Goderich	..	...	....	....	....	..	....	..	...	..	53	....	..	...	....	...	....	..	....
12 Guelph	..	...	....	....	12	10	13	..	...	..	17	9	..	...	21	...	16	..	71
13 Hamilton	..	5	25	47	336	14	....	..	...	7	90	119	..	...	....	...	125	..	....
14 Ingersoll	..	...	....	....	12	..	....	..	...	..	....	....	..	...	....	...	....	..	....
15 Kitchener	..	...	16	16	16	..	....	..	8	11	64	8	..	...	27	...	....	..	....
16 London	..	34	15	....	82	..	52	63	...	..	52	38	..	95	100	22	96	..	....
17 Newmarket	..	...	....	....	11	..	....	..	...	..	....	....	..	...	12	...	....	..	....
18 Niagara Falls	..	...	17	....	40	..	....	..	...	..	61	52	..	...	....	...	....	..	....
19 Ottawa	..	...	11	13	37	3	....	..	16	..	461	15	..	...	188	...	....	..	63
20 Owen Sound	..	...	....	....	16	..	....	..	...	..	47	....	..	...	....	...	....	..	....
21 Parry Sound	..	...	....	....	9	..	....	..	...	..	....	....	..	...	55	...	....	..	....
22 Pembroke	..	...	....	....	8	..	12	..	...	..	....	....	..	...	28	...	....	..	....
23 Peterborough	..	...	....	....	24	..	....	..	...	..	58	20	..	...	....	...	....	..	....
24 Renfrew	..	9	....	....	18	..	....	..	...	..	....	....	..	...	....	...	....	..	....
25 Sault Ste. Marie	..	...	....	....	17	..	....	..	...	..	65	9	..	...	120	...	....	..	....
26 St. Catharines	..	...	....	....	83	..	....	..	...	..	....	56	..	...	38	...	....	..	....
27 Stratford	..	...	....	....	34	..	....	..	27	..	62	45	..	...	30	...	....	..	....
28 Thorold	..	...	....	....	18	..	....	..	49	..	....	35	..	...	26	...	....	..	....
Toronto—																			
29 Central	21	...	141	149	150	..	42	..	130	37	1123	297	16	68	626	18	96	..	243
30 Humberside	..	...	5	....	11	..	....	..	...	..	41	....	..	...	....	...	....	..	....
31 Oakwood	..	...	....	....	....	..	....	..	...	..	27	....	..	...	....	...	....	..	....
32 Riverdale	..	...	10	14	8	..	....	..	...	..	107	27	..	...	22	...	....	..	....
33 Welland	..	...	....	....	8	..	....	..	...	..	....	11	..	...	10	...	....	..	....
34 Whitby	..	...	....	....	....	..	11	..	...	..	....	16	..	...	....	...	....	..	....
35 Windsor	..	...	7	....	23	..	....	..	...	..	99	25	..	...	35	...	....	..	70
36 Woodstock	..	...	....	....	14	..	....	23	...	..	23	....	..	...	....	...	26	..	....
Totals	21	79	266	258	1113	27	130	86	249	55	2660	849	16	163	1624	40	371	10	531

INDUSTRIAL AND TECHNICAL CLASSES

	Home Economics	Home Nursing and First Aid	Hygiene	Industrial Design	Lace Making	Mathematics	Millinery	Pattern-making	Printing	Physical Culture	Plumbing	Sewing and Dressmaking	Art Needlework	Sheet Metal Work	Steam Engine	Strength of Materials	Surveying	Woodworking (General)	Woodcarving	Sign Writing	Accounting	Physics	China Painting
1	....	....	....	....	....	....	....	..	....	....	....	31	....	..	..	..	..	....	..	..	....	....	..
2	....	....	....	....	....	67	50	..	....	....	....	40	....	..	..	..	..	32	..	..	....	....	..
3	....	....	....	....	....	14	50	..	....	12	....	34	....	..	..	..	..	24	..	..	....	15	..
4	....	....	....	....	....	101	38	..	....	....	....	65	....	..	..	..	..	12	..	..	....	....	..
5	....	....	....	....	....	10	25	..	....	16	....	50	....	..	..	..	..	....	..	..	....	....	..
6	....	....	....	....	....	....	9	..	....	....	....	9	....	..	..	..	..	....	..	..	....	....	..
7	....	....	....	....	....	13	....	..	....	....	....	50	....	..	..	..	..	....	..	..	....	....	..
8	....	....	....	....	....	59	....	..	....	....	....	26	....	..	..	..	..	....	..	..	....	....	..
9	....	....	....	....	....	17	12	..	....	....	....	36	....	..	..	..	..	12	..	..	....	....	..
10	....	....	....	....	....	20	8	..	....	....	....	87	....	..	..	..	..	14	..	..	....	....	..
11	....	....	....	....	....	....	51	..	....	....	....	60	....	..	..	..	..	....	..	..	....	....	..
12	....	48	....	....	....	....	34	..	....	....	....	53	....	..	..	..	..	27	..	14	....	....	..
13	....	....	....	....	....	230	80	19	35	....	17	120	....	..	..	..	..	46	4	..	....	....	11
14	....	....	....	....	....	12	13	..	....	....	....	19	....	..	..	..	..	....	16	..	....	....	..
15	....	....	....	....	....	27	....	..	....	....	....	66	....	..	..	..	..	....	..	..	....	....	..
16	52	71	....	....	....	21	50	..	....	....	18	157	....	9	..	..	..	....	27	19	....	....	..
17	....	....	....	....	....	15	16	..	....	....	....	39	....	..	..	..	..	....	..	..	....	....	..
18	....	....	....	....	....	....	17	..	....	....	....	31	....	..	..	..	..	....	..	..	....	....	..
19	....	....	....	5	....	33	194	..	....	....	....	287	....	..	..	..	..	53	..	..	....	....	..
20	....	....	....	....	....	27	13	..	....	....	....	54	....	..	..	..	..	32	..	..	....	....	..
21	....	18	....	....	....	25	....	..	....	....	....	40	....	..	..	..	..	....	..	..	10	....	..
22	....	....	....	....	....	12	45	..	....	....	....	63	....	..	..	..	..	....	..	..	....	....	..
23	....	....	....	....	....	44	15	..	....	....	....	56	....	..	..	..	..	....	..	..	....	....	..
24	....	....	....	....	....	8	14	..	....	36	....	62	....	..	..	..	..	....	..	..	....	....	..
25	....	....	....	....	....	106	48	..	....	....	....	75	....	..	..	..	..	....	..	..	....	....	..
26	....	....	....	....	....	77	....	..	....	....	....	....	....	..	..	..	..	....	..	..	....	....	..
27	....	....	....	....	....	93	27	..	....	....	....	82	....	..	..	..	..	....	..	..	....	....	..
28	....	....	....	....	....	28	....	..	....	....	....	....	....	..	..	..	..	....	..	..	....	....	..
29	70	350	24	102	30	648	302	..	87	643	43	516	....	..	44	21	15	38	19	30	....	20	..
30	....	....	....	....	....	....	17	..	....	....	....	18	....	..	..	..	..	....	..	..	....	....	..
31	....	....	....	....	....	43	22	..	....	....	....	40	....	..	..	..	..	....	..	..	....	....	..
32	....	....	....	....	....	56	37	..	....	....	....	89	....	..	..	..	..	....	..	..	....	....	..
33	....	....	....	....	....	13	....	..	....	....	....	....	....	..	..	..	..	....	..	..	....	....	..
34	....	....	....	....	....	10	....	..	....	....	....	15	....	..	..	..	..	....	..	..	....	....	..
35	....	....	....	....	....	63	12	..	....	....	7	111	7	..	..	..	..	10	..	..	....	21	..
36	....	....	....	....	....	24	9	..	....	....	....	19	....	..	..	..	..	....	..	..	....	....	..
	122	487	24	107	30	1916	1208	19	122	707	85	2500	7	9	44	21	15	300	66	63	10	56	11

TABLE II—ATTENDANCE AND SUBJECTS OF STUDY—NIGHT INDUSTRIAL AND TECHNICAL CLASSES—Concluded

Schools	Drawing from Antique	Lettering	Life Drawing	Commercial Subjects	Dietetics	Charcoal Drawing	Voice Culture	Mineralogy and Geology	Photography	French	Power Sewing Machine Operation	Designing and Cutting	Telegraphy	Pottery	Naval Architecture
1 Arnprior	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
2 Brantford	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
3 Brockville	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
4 Chatham	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
5 Cobourg	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
6 Collingwood	....	....	....	....	....	....	....	....	....	....	....	....	....	....	29
7 Cornwall	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
8 Dundas	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
9 Fort William	....	....	....	30	....	....	....	10	....	....	....	....	....	....	....
10 Galt	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
11 Goderich	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
12 Guelph	....	....	....	....	....	....	....	....	....	....	....	....	16	....	....
13 Hamilton	43	14	10	3	....	....	....	....	....	....	....	....	....	....	....
14 Ingersoll	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
15 Kitchener	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
16 London	....	....	10	....	....	34	....	....	....	....	....	....	....	....	....
17 Newmarket	....	....	....	18	....	....	....	....	....	....	....	....	....	....	....
18 Niagara Falls	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
19 Ottawa	....	8	....	....	....	5	....	....	....	....	....	....	....	....	....
20 Owen Sound	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
21 Parry Sound	....	....	....	20	....	....	....	....	....	....	....	....	....	....	....
22 Pembroke	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
23 Peterborough	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
24 Renfrew	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
25 Sault Ste. Marie	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
26 St. Catharines	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
27 Stratford	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
28 Thorold	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Toronto—															
29 Central	58	47	44	....	45	....	309	16	45	274	68	81	....	25	....
30 Humberside	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
31 Oakwood	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
32 Riverdale	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
33 Welland	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
34 Whitby	....	....	....	30	....	....	....	....	....	....	....	....	....	....	....
35 Windsor	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
36 Woodstock	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Totals	101	69	64	101	45	39	309	26	45	274	68	81	16	25	29

APPENDIX E

REPORT OF THE INSPECTOR OF ELEMENTARY AGRICULTURAL CLASSES

To the Honourable R. A. Pyne, M.D., LL.D.,

Minister of Education for Ontario.

Sir,—I beg to submit for your consideration a report on Elementary Agricultural Classes in connection with the schools of the Province for the year 1916.

I have the honour to be, Sir,

Your obedient servant,

J. B. Dandeno,
Inspector of Elementary Agricultural Classes.

January, 1917.

The duties of the Inspector of Elementary Agricultural Classes include: (1) The inspection of Agricultural classes in Collegiate Institutes, High Schools, Continuation Schools and in Normal Schools; (2) a general supervision of the teaching of Agriculture in the Public and Separate Schools including the approving of teachers' reports and trustees' statements; (3) attendance upon Teachers' Institutes and taking part in the programmes as frequently as possible; (4) visiting Secondary Schools which have not yet introduced classes in Agriculture to discuss the situation; (5) addressing public meetings, such as township institutes, county trustees' associations, county councils and the like with the object of explaining the situation with respect to the teaching of Agriculture in the schools; (6) a supervision of the Summer Courses for teachers at the Ontario Agricultural College.

Rural Schools

Agriculture as a subject for study in the primary schools of Ontario is not entirely new, at least in so far as its existence on the school programme is concerned. The need for such a subject was realized many years ago, and from time to time spasmodic efforts have been made to graft it somehow into the course of study. The movement in behalf of Nature Study was one branch of the main idea, and, while this subject has a place of its own, there is no doubt that its influence, not only upon subject matter, but also upon methods of teaching, has had considerable influence in favour of the introduction of Agriculture.

Book study and "tongue teaching" (telling, preaching at) for generations have wielded a tremendous influence towards shaping our views with reference, not only to methods employed in the education of the young, but also to the body of matter used as the chief part of the machinery of education. Old methods are difficult to uproot. Inherited prejudices die hard. To the great majority scholastic education is a thing apart from the occupations of the families concerned, and it is difficult to convince people that the only education really worth while in developing the individual on a sound basis is one in which the occupations of the individual are used in connection with the scholastic study.

The Ontario system of education has definite set programmes with well defined steps of advancement for the individual, with well arranged examinations and with clear-cut scholastic values. These values have become, through a long period of time, standardized so that they are regarded as being of commercial value or of money value. Farmers and others have grown up with this idea and they are slow to make any change in what they understand for that which is an innovation.

The influences created by the introduction of Nature Study, the different viewpoint brought about by the laboratory method in Science, the changed attitude of the younger generation towards material progress, have all made the introduction of any new subjects, especially those dealing with material things, much more easy of accomplishment. But one of the most important factors, perhaps the chief factor, in bringing about the actual introduction of Agriculture into both Primary and Secondary schools was the appropriation of a portion of the Federal funds to be used in promoting Agricultural Education.

This money which is administered by the Department of Education is used in various ways. But the chief object kept always in mind is, that the best results will be obtained by using the money to bring about directly the actual teaching of the subject in the schools. To accomplish this a part of the money is used in the training of the teacher, another part in payment for actual equipment to be used for instruction, another for the work of special inspection, and still another to boards and teachers for managing school gardens. The clause of the agreement between the Federal Government and the Province relating to the money set apart to be administered by the Department of Education reads as follows:

"To encourage Agriculture, Manual Training as applied to work on the farm and Domestic Science in High, Public, Separate and Continuation Schools and in Universities to be available for grants and for travelling and living expenses of teachers and others in attendance at Short Courses or other educational gatherings, in addition to services, expenses, and equipment, and to be paid on the recommendation of the Department of Education, $26,000."

The regulations stating the conditions under which the classes in Elementary Agriculture and Horticulture are maintained, and the requirements for earning grants are set forth in the clauses taken from the Regulations:

Pages 83-85; 14, (1), (*a*), (*b*); (2), (3), (4), (5); 15, 16, (1), (2).

The sums apportioned to School Boards and teachers with the conditions under which they are payable, are shown in the following schedule:

Schedule of Grants

FORMS III, IV AND V

Requirements	Where, after 1915, the teacher holds a second class certificate but is not certificated in Agriculture				Where the teacher holds an Elementary certificate in Agriculture and Horticulture, or receives a certificate during the year			
	To the Board	To Teacher			To Trustees	To Teacher		
		For full year	For winter and spring terms	For fall term		For full year	For winter and spring terms	For fall term
A. First Plan								
Instruction. Instruction throughout the whole year, to be completed satisfactorily, with requirements regarding pupils' records, teacher's report, trustees' statement, etc., fulfilled.	Up to but not exceeding $10.00	$15.00	$7.50	$5.25	Not exceeding $20.00	$30.00	$20.00	$12.00
Home Gardens. Home gardens or projects by pupils of Forms III, IV, and V supervised by the teacher.								
School Grounds. Well kept grass and flower plots, borders, screens, etc., at school for beautifying grounds and for instructional purposes.								
B. Second Plan								
Instruction. Instruction throughout the whole year to be completed satisfactorily, with requirements regarding pupils' records, teacher's reports, trustees' statement, etc., fulfilled.	Up to but not exceeding $15.00	$20.00	$10.00	$8.00	Not exceeding $30.00	$40.00	$20.00	$16.00
School Gardens. (1) A pupils' school farm or school garden at or near the school, having at least six square rods for experimental and observation plots and contributing to the school Fair.								
(2) For other pupils of Forms III, IV, and V, not represented in the work on the six square rods, either additional plots in the school garden, or gardens or projects at home, supervised by the teacher.								
School Grounds. Well kept grass and flower plots, borders, screens, etc., for beautifying grounds and for instructional purposes.								

When the Teacher holds an Intermediate Certificate in Agriculture, the grant in addition to his salary shall be one-half more than that specified in the above schedule for the holder of an Elementary certificate.

The Public and Separate Schools qualifying for grants commencing in 1903 are given in the following table:

Year	No. of Schools	Year	No. of Schools	With School Gardens	With Home Gardens
1903	4	1910	17	.....	.....
1904	7	1911	33	.....	.....
1905	6	1912	101	.....	.....
1906	8	1913	159	.....	.....
1907	2	1914	264	208	56
1908	14	1915	407	222	185
1909	16	*1916	500	280	220

Up to 1914, no distinctions were made in the reports respecting Home Gardens and School Gardens.

Of these 407 schools teaching Agriculture in 1915, 100 were taught by teachers who held certificates in Agriculture and 307 were taught by teachers with Second Class certificates.

The amount paid out during the calendar year 1915 was:

To Public and Separate School Boards	$2,818.64
To teachers	6,560.88
	$9,379.52

This amount was made up partly from the Federal appropriation and partly from the Legislative grants as follows:

Amount paid to Boards and teachers from the Federal Appropriation	$4,963.03
Amount paid to Boards and teachers from the Legislative Grant	4,416.49
	$9,379.52

City Schools

There is no doubt that pupils in cities and towns would profit very materially by a course of study in Agriculture and Horticulture under a qualified teacher, providing suitable equipment were available, and providing the classes were instructed regularly throughout the year. But Agriculture as a subject of study can be taken to good advantage only by pupils old enough to understand not only the meaning but also the application of the principles involved. Such pupils will be found only in the upper classes of the Public Schools, that is in forms III, IV and V.

At present, in the larger cities, Household Science and Manual Training occupy a considerable portion of the pupil's time, consequently Agriculture could scarcely be added even though the conditions mentioned above were supplied. In such schools Agriculture is not likely to be introduced for some time yet, at least not with a curriculum so generously filled as is our present one. But for graded schools in smaller cities and towns there is no good reason why some classes in Agriculture should not be provided. For such schools, in forms III, IV and V, pro-

*Estimated from the notifications sent in. All the reports have not yet been received.

vision could be made so that regular classes provided for by arrangement on the time-table could be taken and profitable instruction given according to the present regulations. But where more than one teacher gives instruction in Agriculture to the class which he has in charge, and the boards provide suitable equipment, grants should be available on a basis similar to that upon which the rural schools are now working.

A large proportion of the topics in the course on Nature Study for the Public and Separate Schools may really be included under the heading Agriculture. If the teacher is so disposed he can, within the limits of the present course of study, give an Agricultural trend to much of the work there indicated. Therefore it may properly be said that Agriculture, in one sense, is already provided for under the present regulations. But it must not be forgotten that pupils who are in the first and second book classes are too young to appreciate the most rudimentary of Agricultural problems. They are old enough, however, to profit by lessons in Nature Study concerning their experience of rural life. And Nature Study should be so adapted to the environment of the pupils as to appeal to the activities of the child. Bird study might well include the fowls of the poultry yard. Insect study need not ignore the pests of the garden nor the vermin which prey upon animals. Useful plants may be used in the study of flowers, fruits and leaves. In fact the more practical the study the better, and it is often at this stage of life that the boy or girl gains a viewpoint and that ideals are born. Therefore, though the subject may be called Nature Study it can have a vast Agricultural import and wield a powerful influence in shaping the views and ideals of the individual.

It is recommended that special consideration be given to graded schools where more than one qualified teacher carries on the work satisfactorily. Every teacher who is engaged in teaching a third, fourth or fifth book class and who fulfils the requirements respecting the teaching of Agriculture should receive a grant according to the present schedule. But no one should be allowed to teach this subject in a graded school who does not hold at least an Elementary certificate in Agriculture. The grant to the board should be made upon the same basis as that to rural schools, excepting that where there are more than three teachers engaged in conducting classes in Agriculture in one school not more than three times the grant which is now paid in a one-teacher school should be available.

Special Training of Teachers in Agriculture

By an arrangement between the Ontario Agricultural College and the Department of Education, a course of instruction in Elementary Agriculture suitable for teachers of Public and Separate schools has been provided. This course covers two consecutive summer sessions of five weeks each. An important part of this course is practical school garden work, conducted by teachers of the staff of the Horticultural Department of the College. A considerable amount of individual help and instruction can be given at odd times to suit the arrangement of the student's programme, and the work is adapted as far as possible to enable the teachers to become acquainted with the methods of conducting gardens in rural schools. The gardens of the Macdonald Consolidated schools are available for illustration and for practice in management by the teachers. This is an unusually fortunate condition, because the teachers have an opportunity to follow up a garden which was prepared in the spring and which was, during the summer session, in a flourishing condition.

As a rule flat cultivation is desirable for school gardens, but where the plots are so situated that rains may do damage by washing, it is advisable, as was the case at Guelph this year, to raise the "beds" above the general level of the walks. However, in grim irony, there was no need to prepare for washing as there was no rain to speak of during the five weeks' course. Dry seasons have to be met by farmers and it was shown that with proper management they can be successfully met. The results of the work were very encouraging. Dry farming was of necessity undertaken, and was capable of practical illustration.

The work of instruction is made as practical as possible with the object of having the teachers become acquainted with out-of-door methods of instruction. This has a double-edged effect in so far as it is healthful and practical.

Upon the satisfactory completion of this two-summer course the teacher is given an Interim Elementary certificate in Agriculture which legally qualifies to teach the subject in the primary schools. This Interim certificate may be made permanent after the teacher has taught this subject successfully for two years. Any person who is legally qualified to teach in any of the schools in the Ontario system may be admitted to the course leading to an Elementary Certificate.

Course of Study in Agriculture

The course of study is arranged by months with a programme of topics reasonably suitable for the different seasons. The work herein outlined is also set forth in blank form in the back of the teacher's register with space for record by the teacher of the subjects taught. The topics suggested are not intended to be taken as "cast iron." The teacher is expected to take into consideration the local conditions and to use his own judgment.

In accordance with the Regulations teachers are required to record regularly on the blank form provided for this purpose in order to qualify for grants. This report signed by the teacher and endorsed by the inspector is to be sent to the Department of Education at the close of the calendar year.

The work is to be made as practical as possible and the minimum amount of time to be given to class work is one hour per week. While it may be necessary occasionally to give some time to the work after school hours it is expected that the one hour per week shall have a place on the time-table.

JANUARY

Plant Studies—Investigation of district's forest-tree areas with maps and census—Trees represented in firewood and sawlogs—Arithmetical problems on lumber, sawlogs and woodpiles—Plans for conserving local forests, reforesting waste lands or establishing a school arboretum—Value of ashes and saving of same for garden.

Animal Studies—Breeds of farm animals with local surveys and references.

Pupils' Progress Clubs—Organization for boys' work in poultry improvement (Poultry Club); and seed improvement (Corn, Oat, Barley or Potato Clubs), and for girls' work in home-cooking or sewing, growing and canning tomatoes or cultivating flowers (Tomato or Flower Clubs); winter reading in connection with these.

Physical Science—Practical lessons on air and liquid pressures—Common pump, barometer, lactometer.

FEBRUARY

Plant Studies—1. Germination tests of seed to be sown on local farms—Structure of little plants—Effects of light, heat and moisture on growth.

2. Study of apple or other fruit tree twigs to learn age, markings, fruit and leaf buds, etc.

Farm Crops—Study of structure of head of wheat and wheat grain—Comparison with oats, barley, corn—The legumes and their tubercles.

Milk Studies—Determination of specific gravity—Estimation of fat with Babcock Test—Pupils' cow testing work at home—Cow Testing Associations under Department of Agriculture, Ottawa.

Physical Science—Simple application of electricity and steam.

MARCH

Plant Studies—Estimation of weed-seed impurities in seed to be sown locally; testing seed for germibility—Grading of seed samples under the Seed Control Act.
Farm Work—Maps of home farms showing the proposed plans of cropping—Rotations—Systems of farming.
Garden Work—Commencing seeds in boxes in windows or hot bed—Preparing stakes, labels, tools, window boxes, hanging baskets—Purchasing seeds, fertilizers, etc.—Settling plans for garden experiments.
Soil Studies—A simple analysis—Classification of samples of soils—Water holding capacities—Effect of lime on clay—Soil maps of pupils' home farms—Local drainage schemes and possibilities.

APRIL

Plant Studies—Grafting and pruning—Practice on neglected trees—How to restore an old orchard.
Farm, Garden and Orchard Work—Implements used in spring work—Their principles of construction—How and why used—Spraying outfits—Preparation and uses of fungicides and insecticides.
Farm Arithmetic—Problems based on actual local operations—cost of plowing, harrowing, seeding, rolling, cultivating.
Garden Work (for April or May)—Preparing the ground, laying out plots, planting.

MAY

Plant Studies—Identification of weed seedlings in garden—Study of fruit blossoms and formation of fruit—Practice in proper method of planting fruit or shade trees.
Arbor Day—Organization for school ground improvement—Local bee to clean, level, plant trees and shrubbery, mend fences and outbuildings, prepare garden, improve road in front of school—Sports and social.
Animal Studies—Earthworm, bee, toad, beneficial birds, particularly in relation to agriculture.
Garden Work—Class instruction and exercises in thinning, mulching and weeding—Studies of seedlings' development—Setting out of window boxes and hanging baskets.

PLAN OF SCHOOL GARDEN, HOME PROJECTS, Etc.

Showing location with respect to school—Area—Flower beds—Experiments and demonstrations—Vines and shrubbery planted—School ground improvement undertaken—Work undertaken by School Progress Club or pupils at home—Plans for supervising—How supervised and results of experiments.

JUNE

Plant Studies—Studies of flower structures, such as corn, wheat, potato, tomato—Spraying for plant diseases.
Road Improvement—Principles of good road making—An ideal country road—Improvement of road in front of school.
Class Excursion—Directed excursion to Agricultural College or other Experimental Farm for older pupils.
Insect Studies—Work of common injurious insects such as cutworms, codling moth, oyster shell bark louse, cabbage butterfly and remedies.
Garden Work—Leaving all garden work in good shape—Definite arrangements for the care and protection of the garden during holiday, for observations and necessary harvesting.

SUMMER HOLIDAYS

Indicating how the garden was cared for, and what work was done, also condition at school opening.

SEPTEMBER

Plant Studies—1. Weed study excursion—Preparation of mounted collections—Seed collections—Identification tests—Methods of eradication.
2. Pupils' selection of corn in standing crop for seed and exhibition.
School Fair—Display of Progress Club's products (home made articles, poultry, potatoes, oat sheaves, etc., by boys, and sewing, cooking and canning by girls), garden produce, collections, demonstration of experiments carried out at school—Judging and awarding of prizes of books, bulbs, etc.
Insect Studies—The housefly, its structure, habits, life history and suppression—Estimation of damage by codling moth.
Reading—Selection and purchase of agricultural books for school and home libraries. A Farmer's library—Winter's reading plans.

OCTOBER

Plant Studies—1. Collection of apples and other fruits for competition and judging—Talk by local fruit grower—Testing pupils' ability to recognize varieties—Methods of packing and shipping.
2. Collections of injured or imperfect fruit—Causes and remedies.
Farm and Orchard Work—1. Threshing—Storage of crops—Model Barns—Silos—Estimates of yields—Determination of weights of bushels of grain.
2. Fall preparation of soil—Implements used and problems on cost of plowing, etc.
3. Fall pruning—Practice on neglected trees—Cover crops.
Garden Work—Taking cuttings and plants from garden for school or home windows or wintering over—Planting bulbs in school border or forcing for winter bloom—Fall preparation of school garden, cleaning, manuring, and plowing.

NOVEMBER

Corn Fair—Collections of selected corn for competition—Judging competitions—Reading prize essays.
Farm Work—Wintering the farm animals—Good stabling and up-to-date appliances—Feeding—Care of poultry—Best hen houses.
Reading—Class debates, discussions on agricultural topics.
Physical Science—Simple experiments on air.

DECEMBER

Animal Studies—Breeds of farm poultry—Visits to poultry or live stock shows—Survey and census of local poultry industry—Marketing poultry.
Reading—Reviews of subjects read up by pupils in books, papers or bulletins.
Physical Science—Practical exercises with thermometers—Use of dairy thermometer—Weather records.

Junior Public School Graduation Examinations, 1916

AGRICULTURE AND HORTICULTURE

NOTE.—*The candidate may take either four questions from A and two from B, or three from A and four from B.*

Values	A
4 × 5 = 20	1. Discuss potato growing, using the following heads: (*a*) The preparation of "seed" for planting. (*b*) The method of planting usually adopted in Ontario. (*c*) The protection of the growing crop against the potato beetle. (*d*) The protection against late blight (potato rot). (*e*) The method of harvesting and storing the crop.
5 3 × 5 = 15	2. (*a*) Describe a good method of wintering bees. (*b*) What is meant by (i) swarming, (ii) queen excluder, (iii) brood chamber, (iv) comb honey, (v) drone?
10 10	3. (*a*) Using illustrative drawings, give the life history of any *one* of the following insects: codling moth, tent caterpillar, cabbage butterfly. (*b*) Outline a suitable method of combating any *two* of these named.
20	4. On May 15th a farmer buys 10 steers averaging in weight 655 lbs. each, at 5¾c. per lb., and pays for them by borrowing the money at 7% per annum. He pastures this stock until November 15th, the steers making an average gain of 310 lbs. each. He then sells at 6c. per lb., and, out of the proceeds, repays the money borrowed. Assuming the cost of pasture and management to be 75c. a head per month payable on November 15th, find the farmer's net profit.
20	5. Using the following heads, give a discription of any *four* of,—Perennial Sow Thistle, Wild Mustard, Purslane, Plantain, Canada Thistle, Dandelion:— (*a*) The method of seed distribution. (*b*) The characteristics by reason of which each weed persists as a pest. (*c*) The crops injuriously affected by each weed. (*d*) The method of combating each weed.
	B
5 + 5 = 10	6. (*a*) Name two good fungicides used in spraying. (*b*) Name a fungus each is respectively adapted to check and describe the mode of application.
5 + 5 = 10	7. (*a*) What breeds of poultry are called European breeds, and what are called Asiatic breeds? (*b*) Give four characteristics of each of the two types.
5 + 5 = 10	8. Describe, using diagrams, the mode of constructing (*a*) a hot bed, (*b*) a cold frame.
5 + 5 = 10	9. (*a*) Describe two methods of conserving soil moisture. (*b*) Point out the chief benefits to be derived from tile drainage.
2 × 5 = 10	10. Describe a good method of storing each of the following for winter use:—celery, cabbage, turnips, beets, parsnips.

Equipment for Teaching Agriculture

The rural schools are, as a rule, quite bare of equipment for teaching either practical Nature Study or Elementary Agriculture. Maps, a globe, a few books and charts, blackboard and crayons, constitute the general equipment. The introduction of Agriculture, however, makes it necessary to provide apparatus, much of which may be of a simple character, and some of it may be used to advantage for demonstration in other subjects. Samples of grain for illustrations, weigh scales for weighing grain, cups for measuring, can be used for teaching Arithmetic as well as for Agriculture. Babcock milk testers, lactometer, egg-candling apparatus, and a varied assortment of test tubes, litmus paper, some reagents, dishes, plates, saucers, and the like, should be at hand in every school. For the garden a suitable supply of tools of the most modern kind should be secured. Pupils are always interested in using appliances which are known to be up-to-date. Aside from hoes, spades, digging forks, rakes and the like, a suitable combination wheel cultivator and seeder should be in every school where there is a school garden.

The care of tools should be an important feature of school garden work, and time should be given to this feature of the work. When steel tools are put away for any length of time the steel, after having been cleaned, should be wiped with an oiled cloth. The oil prevents moisture and air from coming in contact with the steel, and keeps it bright and free from rust. The care of tools is not only an important matter in itself, but it leads to care in other things, and so reduces the loss in farming operations due to wear and tear. The teacher, who neglects to give attention to the care of tools, loses a large part of his opportunity for good in the school garden. This feature of Agricultural instruction is largely lost in the home garden plan because the teacher cannot give the matter close personal attention.

In order to make the best use of school equipment it should be stored in a suitable case or cupboard convenient for use. Equipment to be effective must be ready to hand, and the teacher usually has very little time to devote to the preparation and the arrangement of it before the class is called.

Agricultural books and periodicals are part of the equipment, and a few good books, and two or three periodicals should be in every rural school. And it must be remembered that books are to be used and not to be kept locked up in a case. Supplementary reading during spare periods can be taken from the books and periodicals on Agriculture, as well as from classical literature. The following list of books includes many that are particularly suitable to rural schools. Those in italics are perhaps the most suitable.

List of Text Books and Supplies Recommended for Teachers and Students of Agriculture

GENERAL AGRICULTURE

Elements of Agriculture	Warren	$1 10
Agriculture for Beginners	Burkett, Stevens & Hill	75
Essentials of Agriculture	Waters	1 25
Rural Arithmetic	Calfee	30
Soil	King	1 50
Soil	Hall	1 50
Beginnings in Agriculture	Mann	75
Farm Management	Warren	1 75
One Hundred Lessons in Agriculture	Nolan	65
First Principles of Agriculture	Golf & Mayne	80
Agriculture for Young Folks	Wilson	80
High School Agriculture	Mayne & Hatch	1 00
Elementary Principles of Agriculture	Ferguson & Lewis	1 00
Principles of Agriculture	Bailey	1 25
Fundamentals of Agriculture	Halligan	1 20
Productive Farming	Davis	1 00

Elements of Farm Practice	Wilson	$ ..
Practical Lessons in Agriculture	Lester S. Ivins	84
Laboratory Manual of Horticulture	George H. Hood	..
Agriculture and Life	Cromwell, A. D.	1 50
Agriculture Through the Laboratory and School Garden	Jackson, C. R., and Daugherty, L. S.	1 50
Agriculture Through Home and School Garden	Stebbins, C. A.	1 00
Elementary Exercises in Agriculture	Dadisman, Macmillan Co.	50
An Introduction to Agriculture	Upham, Renouf, Montreal	75
Elementary Agriculture	Hatch & Hazelwood, Education Book Co.	75
Elementary Agriculture for Schools	McCaig	1 00
Practical Lessons in Agriculture	Ivins and Merrill	75

AGRICULTURAL BOTANY

Agricultural Botany	Percival, Holt	$2 50
The Living Plant	Ganong, Holt	3 50
Mushrooms	Atkinson, Holt	3 50
Field, Forest and Garden Botany	Gray	1 80
Text Book of Botany	Strasburger	5 00
The Evolution of Our Native Fruits	Bailey	2 00
Plant Breeding	Bailey	2 00
Fodder and Pasture Plants	Dept. Agriculture, Ottawa	75
Farm Weeds	Dept. Agriculture, Ottawa	1 00
Our Native Trees	Keeler	2 00

BACTERIOLOGY AND HEALTH

Bacteria in Relation to Country Life	Lipman	$1 50
Microbiology	Marshall	2 50
Bacteria, Yeasts and Molds in the Home	Conn	1 00

BEEKEEPING

Beekeeping	Philips	$1 50
How to Keep Bees for Profit	Lyon	1 50
Writing on Bees	Alexander	50
The A, B. C. and X, Y, Z, of Bee Culture	Root	1 75

DAIRYING

Milk and its Products: A Treatise Upon the Nature and Qualities of Dairy Milk and the Manufacture of Butter and Cheese	Wing, H. H.	$1 50
Dairy Cattle and Milk Production	Eckles, C. H.	1 60
The Farm and Dairy	Sheldon, J .P.	1 00
Canadian Dairying	Dean	90
First Lesson in Dairying	VanNorman	50
Questions and Answers in Butter Making	Publow	50
Farm Dairying	Laura Rose	1 25
Testing Milk and Its Product	Farrington and Woll	1 25

ENTOMOLOGY

Elementary Entomology	Sanderson and Jackson	$2 00
Insect Life	Comstock	1 75
How to Know the Butterflies	Comstock	2 25
Manual for Study of Insects	Comstock	3 50
Insect Pests of Farm, Garden and Orchard	Sanderson	3 00

FARM ANIMALS

Manual of Farm Animals	Harper, M. W.	$2 00
The Training and Breaking of Horses	Harper, M. W.	1 75
Sheep Farming in North America	Craig and Marshall	1 50
Types and Breeds of Farm Animals	Plumb	2 00
Swine	Day	1 50
The Horse	Gay	1 50
Judging Live Stock	Craig	1 50

FLOWERS AND ORNAMENTAL PLANTS

Flowers and How to Grow Them	Rexford	$0 50
Book of the Rose	Mellier	1 75
Daffodils and Narcissus and How to Grow Them	Kerley	1 10
Flower Garden	Bennett	1 10
Home Horticulture	Rexford	1 00
Vines and How to Grow Them	McCullen	1 10
Flower Guide	Reed	68

NATURE STUDY

Public School Manual		$0 19
Nature Study and Life	Hodge	1 50
How to Teach Nature Study	Dearness	60

Nature Study	Silcox and Stevenson	$0 75
Nature Study and the Child	Scott	1 50
Practical Nature Study	Coulter	75
Birds, Bees and Sharp Eyes	Morley, M. W.	60
Insect Book	S. O. Howard	..
Moths and Butterflies	Dickerson, Mary C.	1 80
Plant Life, First Studies of	Atkinson	60
Stars, The Story Land of	Pratt, Mara L.	50
Sylvan Ontario	Muldrew	..
Winter Sunshine	Burroughs	50
Principles of Plant Culture	Goff, E. S.	1 10
Elementary Agriculture and Nature Study	Brittain, Educational Book Co., Toronto	75
Bird Neighbors, Blanchan	Doubleday	3 00
New Canadian Bird Book	MacClement	2 50
Hand Book of Nature Study	Mrs. Comstock	3 00
Nature Study and Elementary Agriculture	Hamilton, McGill (Univ.)	50

POULTRY

How to Keep Hens for Profit	Valentine	$1 50
Poultry Craft	Robinson	1 25
American Standard of Perfection		2 00
Productive Poultry Husbandry	Lewis	2 00

RURAL ECONOMICS

Challenge of the Country	Fiske	$0 75
Rural Life in Canada	McDougall	1 00
Principles of Rural Economics	Carver	1 30
Co-operation in Agriculture	Powell	1 50
An Introduction to the Study of Agricultural Economics	Taylor	1 25

SPECIAL CROPS

Alfalfa	Coburn	$0 50
Bean Culture	Sevey	50
A, B, C of Potato Culture	Terry	50
Cabbages, Cauliflowers and Allied Vegetables	Allen	50
Celery Culture	Beatty	50
Mushrooms and How to Grow Them	Falconer	1 00
New Onion Culture	Grainer	50
Tomato Culture	Tracy	50

SOILS AND FERTILITY

The Fertility of the Land	Roberts, I. P.	$1 50
The Principles of Soil Management	Lyon, T. L.	1 75
The Soil: Its Nature, Relations, and Fundamental Principles of Management	King, F. H.	1 50
Fertilizers: The Source, Character and Composition of Natural, Home-made and Manufactured Fertilizers, and Suggestions as to Their Use for Different Crops and Conditions	Voorhees	1 25
Manure and Fertilizers	Wheeler, H. J.	1 60
Soils and Fertilizers	Snyder, H.	1 25
Rocks, Rock-weathering and Soils	Merrill, G. P.	4 00
Crops and Methods for Soil Improvement	Agee, Alva	1 25
Soils and Plant Life	Cunningham	1 10

SCHOOL GARDENS

School Gardens	Meier, Ginn & Co.	..
Practical School Gardens	Elford, Oxford	$0 70
Among School Gardens	Greene	1 25
How to Make School Gardens	Hemening, Doubleday	1 00
Children's Gardens for Pleasure, etc	Sturgis & Walton	1 00
Public School Garden Book	Weed, Scribner	1 25
Gardens and Their Meaning	Wright, Ginn & Co.	1 00
Vegetable Gardening	Watts	1 75
Manual of Gardening	Bailey	2 00
Vegetable Gardening	Green	1 00
Garden Farming	Corbett	2 00
Landscape Gardening	Waugh	1 00
The Principles of Vegetable Gardening	Bailey, L. H.	1 50
The Beginner's Garden Book	French, Allen	1 00
School and Home Gardens	Meier, W. H. D.	80

BOTANICAL SUPPLIES

Genus Covers, per dozen	20c.
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Wood Seed Box, fitted with Mounting Card, each	10c.

GENERAL SUPPLIES

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Also Blotting Paper, Pens, Pencils, Ink, Erasers, Paper Fasteners, Rubber Bands, Compasses, Rulers, O.A.C. Pads, Note Paper and Envelopes, Blank Books, Eye Shades, etc.	
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Standard Pins, No. 210, adopted by the United States and Canadian Governments, per dozen	18c.
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Riker Mounts, each—15c., 19c., 23c. and	40c.
Insect Nets, each	25c.

School Fairs

The organization known as School Fairs is under the direct charge of the District Representative of the Department of Agriculture of the county, in co-operation with the Public School Inspector. The chief object of this organization is to arouse an interest in experimental work at the homes of the pupils, and to educate the country boys and girls along practical lines, not only in home garden work, but also in business methods as well.

As the organization develops it assumes usually the township as a unit with a centre located at some convenient point. At this centre the schools concerned assemble their produce for exhibition. The products may be from home gardens or plots, but it is intended as soon as the school garden progresses, to make competitions of products from the school gardens an important feature of the fair. As it is at present, there is some danger of having on exhibit, under the name of a pupil, material which represents the work of a too industrious parent or friend, rather than that of the pupil. This feature, though not so important as some suppose, will gradually become less in proportion as the school garden institution becomes more general, because the teacher will then be a directing force throughout the whole season during which the crop is grown.

The Public School Inspector is expected to supervise the home projects by questioning the pupils and teacher, on the occasion of his visits, concerning the problems undertaken, and by giving advice and assistance to the teacher and pupils with reference to the fair. As the Inspector is responsible for the schools under his charge, he is the person upon whom the Department of Education depends to see that the fair is made, as much as possible, an educational institution. He will assist and guide the District Representative towards that end.

The live stock exhibits in a school fair may be made an important feature if properly managed. A colt or calf, halter-broken, groomed and handled by a pupil, is always interesting and instructive. Exhibits of poultry hatched and raised under the charge of a pupil, especially if eggs be obtained from some source which would indicate uniformity as to quality and breed, should form a very important factor in the fair.

In order to secure uniformity as a basis of competition in plant products, it is necessary to see that the pupils have seed of the same kind. When this is the case, the competition is fair, and judging is made easier. In awarding prizes it is, as a rule, better to have the prizes small and numerous than to have a few prizes of greater value.

School Fairs are not obligatory on the schools, but trustees and teachers are invited to co-operate with the Inspector and the District Representative in managing and financing the organization. The details of arrangement may be made to suit those concerned.

Where there is no District Representative, the burden of management will fall upon the individual schools, and especially upon the Inspector and the teacher. In such cases each township should have, either a trustees' association, or a township teachers' association, or better still, an association of both combined. This would facilitate matters very materially, not only in the management of the school fair, but also in promoting rural improvement and uniformity in school matters.

It is intended that the school fair movement shall be a school institution, and that it will not be absorbed by either the county fair or the township fair.

Home Gardens

Grants

Where Agriculture is taught in the public school, either home gardens or school gardens are necessary in order that some practice in individual work may be had. Under the home garden plan, the grants to the school board are $15.00, if the work is in charge of a teacher holding an Elementary certificate in Agriculture, and $10.00 if the teacher holds a Second Class certificate. In each case, reports have to be submitted to the Department of Education stating that the money has been spent. To the teacher conducting classes under the home garden plan, and holding an Elementary certificate in Agriculture the grant is $30.00, to the teacher holding an Intermediate certificate in Agriculture $45.00, and to a teacher holding a Second Class certificate $15.00. In all cases the requirements have to be fulfilled, and the regulations complied with to the satisfaction of the Public or the Separate School Inspector.

Plans

The work of the home garden is difficult to follow out, because it is necessary to visit the homes to give individual instruction and guidance. If it is followed up thoroughly, however, the results for good are important and far-reaching. Before practical work is commenced on a project, the matter should be discussed carefully with the pupil, and the teacher should see that the pupil has a good idea of the aim and purpose of the project, and of the method to be employed. This will require discussion and directed reading, and the likes and dislikes of the pupils should have the utmost consideration. Where several pupils undertake the same projects, the matter becomes simplified.

General gardening problems of a simple character would be advisable at the start, and as the pupil advances more difficult problems may be undertaken.

Visiting

It is a part of the teacher's duties to visit the pupils two or three times during the season, to discuss with them details of management, and to give instruction when necessary. The first visit should be made soon after the project has been started, and another in the Fall towards the close. Other visits should be made where possible. This work of supervising by the teacher should be productive of good results from the very fact that the teacher will be able to see the pupil at his home, and talk over matters of mutual benefit. In most cases the parents

take a deep interest in the work of their children, and often can give the teacher good advice and assistance, not only for the work in connection with the project, but also for other features of school work.

Where there is a county representative and a school fair organization, some of this work of visiting will fall upon his shoulders, but it should not be left entirely to him, because, quite frequently, some pupils of the classes do not undertake problems under his direction, and these would be left out of consideration unless the teacher should take the matter in hand, and follow it up. Moreover, the District Representative is unable to make more than one visit, or at most two visits, to the pupils, and this is unhappily, quite frequently, too meagre an amount of instruction.

In many cases the home garden may be made supplementary to the school garden, and where this plan can be carried out much good will result, because it will link up the home and the school in such a way as to prove of benefit to both. If seed selection is a part of the work of the school, the investigation may be continued at the home plot. In this way the tendency of education will be towards the farm rather than away from it.

Beautifying School Grounds

Requirements

One of the requirements in connection with the teaching of Agriculture in the country schools is that attention shall be given to the ground and buildings. Many country schools present a neglected appearance, and are anything but beautiful and home-like. The blame for this does not lie altogether at the teacher's door, yet if the teacher assumes a leading part, parents and trustees are usually willing to give encouragement and sometimes to lend a hand. Pupils are always willing to give assistance, especially if time be taken from the regular programme. And by all means it would be a wise move to take time to engage in such an important educational function.

Tree-Planting

Trees are, without doubt, the most important feature in a landscape, and, therefore, if trees are not already on the ground, they should be planted under the direction of the teacher. The Department of Education has set apart Arbor Day—the first Friday in May—as a day to be devoted to ground improvement in general, and to tree-planting in particular. Where the school is located near a woods, trees may be dug up there, and removed to the school grounds, but this digging up is a difficult job, and requires considerable physical strength. Therefore it might be well to secure the services of an able-bodied man for this part of the work.

In removing trees from the ground, too great care cannot be given to the work. The bark must not be wounded, and the roots should be cut off as clean as possible and some soil left adhering. The tree should be pruned back when lying on the ground, by cutting with a sharp cut each branch removed. If trees are to be transplanted in the summer when in full leaf, it is best to prune back before digging up, as this will prevent loss of water by transpiration during the time between digging up and re-setting. It will assist the tree to recover, if a cap made of burlap be placed about the tree top to prevent loss of water during the first few days of its life in the new position. The tree ought to be planted slightly deeper in its new abode than it was in the old, thus providing a little extra soil to act as a

ballast against injury by wind. A few stones placed on the ground near the trunk will assist not only in keeping the roots firm, but also in acting as a mulch to prevent loss of water by evaporation from the soil near the roots.

Where it is not possible to secure trees from woods in the neighbourhood, it is then necessary to buy them from a nursery. In such cases attention has to be given only to the planting. The kind of trees to be used will depend upon the neighbourhood and its soil conditions, but as a general rule, for deciduous trees, the American Elm, Basswood, and Soft Maple, are easily grown and grow rapidly. For evergreens, the Norway Spruce and the Colorado Blue Spruce are available and grow readily in Ontario. Our own native Black Spruce and White Spruce are so subject to Gall Louse that they are difficult to raise. The Manitoba Maple (Box Elder) is easily grown, and grows very rapidly, but it is not a very good tree when it is grown and is short-lived. There is no good reason why Sweet Chestnut, Shell Bark Hickory, and Black Walnut should not be used here and there. They are very valuable trees and are becoming scarce in Ontario. For variety the Paper Birch, White Pine and White Ash make a good appearance. The trees to be avoided are Poplars and Willows (except for a wet boggy place). Oak, Beech and Ironwood grow too slowly. The Sugar maple is difficult to grow now, on account of borers which work around the trunk near the root, but this is one of the most magnificent trees, and has been grown with great success when borers were not so plentiful as now.

Shrubbery

Too little use has been made of shrubs for decorating school premises, and frequently, when they have been employed, little attention has been given towards locating them in suitable places on the grounds. If shrubs are properly placed they may be made very effective in improving the grounds.

The kind of shrubs to be used will depend quite largely upon local conditions as to soil, climate, and general plan of the school. For damp ground there is no better shrub than the Red Osier Dogwood. In fact this shrub, a native of our swamps, will do well on almost any kind of soil. The swamp bush honeysuckle is a fast grower, and does well in clay land. So does the Black Elderberry, and several species of Viburnum. The Hazel makes a good dense shrub, and can be had from the woods. The Wild Rose should also have consideration. All the above mentioned are natives of Ontario, and make first-class decorative shrubbery. But, of course, there are many other beautiful shrubs which have been introduced from foreign countries, and which do well here, but a strong plea is made for our own shrubs, highly prized in other countries, but neglected here in Ontario. The common Barberry is an interesting shrub, but should never be used because of the part it takes in the promotion of wheat rust.

In arranging for a location in which to plant shrubbery, the whole landscape is to be considered. As a general rule, shrubs should be used in corners, or as shields for outhouses, or for other places which should be shielded. In no case should a shrub be placed in the middle of an open space like a lawn or yard.

Lilacs have long been favourites, and may be used where a high shrub is required. The Shad Bush or June berry is also a favourite where a high shrub is required. The common Arbor Vitae or cedar of our swamps, makes an excellent evergreen shrub, and is of the greatest service as a shield in both winter and summer. It grows readily with a moderate amount of care.

School Gardens

The School Garden movement is making steady progress, although a great variety of difficulties crop up here and there. At the time rural school grounds were set apart for school purposes and buildings established on them, school gardens were apparently never thought of; consequently, in many cases it is not easy to secure a suitable plot of land without encroaching upon the playground. The natural reluctance which teachers and School Boards have to adopting any new feature in education has a retarding influence. It is always easy to wait to see others start, and there is a natural reluctance against pioneering. In many cases the teacher is afraid of failure, and a failure in School Gardening would be too noticeable. Teachers are not long enough in one position and this is offered as an excuse for not only failing to start but also failing to carry on that which has been started. And trustees and parents in some cases assume the attitude that there is no need of a school garden, because the pupils can get plenty of gardening to do at home. Some parents say that the garden work at school interferes with the established school work and prevents rapid promotion.

Of course many of the above difficulties and objections are passing away, and it is not to be expected that the introduction of School Gardens as an institution in Ontario will be accomplished all at once. The rapidity of introduction will be largely dependent upon the availability of qualified teachers. The supply of teachers who have certificates in Agriculture is increasing year by year and the outlook for the future is very promising. There is already some reason to hope for more permanency of position for the teacher due to the introduction and the maintenance of school gardens in the rural schools.

The kind of crops to be grown will depend upon the local conditions, the size of the garden, and the character of the soil. As a rule some attention should be given to decorative plants, but while the war lasts every effort should be put forth to grow plants of value as foodstuffs, even though the total product of one school garden does not appear large in money value.

Inspectors and Inspection

The Public and Separate School Inspectors are expected to take an active part in promoting Agricultural Education, especially where the inspectorate covers rural districts. In many cases they have made an excellent start and are showing praiseworthy enthusiasm in assisting teachers and encouraging trustees to advance along the lines laid down.

During the summer months of 1914 and 1915 young men having teaching experience in Public Schools, and under-graduate standing of two years at the Ontario Agricultural College were appointed to assist in the work of introducing Agriculture into the Public Schools. These young men of whom there were only a few in the whole Province, had a very large area to cover and, no doubt, expended a large amount of energy while they were engaged in the work, but as the summer vacation occurred during the middle of the time which might be used by these men, the results actually accomplished were scarcely warranted by the expense and effort put forth. These men were called Field Agents who acted as inspectors of the Agricultural classes and made reports to the Department of Education concerning the work. As the District Representative of the Department of Agriculture visited many of the rural schools to give assistance to the teachers and pupils along the same line, the teachers became somewhat confused. What with regular visits

of the School Inspector, the occasional visit of the Field Agent, and of the District Representative, the teacher began to wonder what next. However, if a glance be given at the table showing the number of schools teaching Agriculture it will be seen that the numbers increased considerably during these years. The office of Field Agent was abolished in September, 1915.

This work of inspection for two years performed by the Field Agent was, in September, 1915, assumed by the Public and Separate School Inspectors. In order to give these men some idea of the Agricultural situation a short course covering two weeks was given them at the Ontario Agricultural College in July, 1915. Practically all the inspectors attended this short course and there is good reason to suppose that they received considerable profit from it. The report concerning the attitude of these men towards the work provided was very favourable indeed. No class at the College in all its history gave closer attention to the lectures and demonstrations given. No body of men showed greater zeal for, or gave closer attention to, the subjects in hand.

It must be realized by any one at all familiar with such work that to provide a course of two weeks which would in any way do justice to the professors concerned, to the subject undertaken and to the inspectors, is a task that might stagger the veriest enthusiast. The work on the whole was satisfactory to the Inspectors and quite creditable to the College staff, although at this season of the year the staff is frequently crippled by the unavoidable absence of some of its strong men.

The suggestion is here thrown out that it would be a wise move for each inspector who has rural schools under his charge to take one of the Summer Courses provided for teachers at the Ontario Agricultural College. If the Inspector is a Science Specialist he should take the Intermediate Course; if not, perhaps the Elementary Course would be more suitable to his needs. In either case he should aim to secure a certificate. Our system of education in Ontario tends towards certificates of one kind or another; and this is in many ways a good tendency, because the work leading towards something tangible, something definite, is likely, in the majority of cases, to be more thoroughly done, and the individual is likely to gain more from work laid out upon such a plan. If Inspectors could see their way clear to attend the teachers' courses there should be no need of further short courses for them.

The regulations setting forth the duties of Inspectors respecting Agriculture are here given:

Agriculture and Horticulture, Manual Training, and Household Science

As is evidenced by the provisions of the Revised Regulations, the Minister desires that Ontario shall emphasize the teaching of Agriculture and Horticulture and the associated Nature Study in both the rural and the urban schools, so far as is consistent with the claims of the essentials of a general education. For this purpose a larger share of the Federal grant is now available; and more generous grants than heretofore are open to both urban and rural schools whose Boards and teachers maintain classes in these subjects.

The Inspectors should also note that, in addition to the classes in the Public and Separate Schools, for the efficiency and control of which classes they are responsible to the Minister of Education, short courses for farmers and their sons are conducted under the Minister of Agriculture by the District Representatives of his Department. As prescribed in the Revised Regulations, School Fairs will also be conducted as educational projects by the same officers, who have been instructed to associate with themselves for this purpose the Public and Separate School Inspectors and teachers concerned. Of such co-operation the Ministers of Agriculture and Education heartily approve.

The attention of the Inspectors is also called to the special provisions in the Regulations for the establishment and maintenance in rural and village schools of courses in Elementary Manual Training and Household Science especially adapted to the require-

ments of farm life. For some years at any rate the courses in Household Science will, no doubt, appeal more strongly to village and rural School Boards, especially to the former, and there is no reason why in many of the schools under such Boards Household Science at any rate should not be taken up with the simple provision contemplated in Circular No. 3. When, in the judgment of the Inspector, the establishment of such classes is feasible, he should bring the subject before the Boards and should notify the Minister in order that the special Departmental Inspector concerned may follow up his action.

It will also be the duty of the Public School Inspector to further to the best of his ability the interests of Agricultural Training, Manual Training, and Household Science teaching by conferring with the ratepayers and the township and county councils.

It will hereafter be the duty of each Public and Separate School Inspector to inspect half-yearly the teaching of Agriculture and Horticulture in the schools of his inspectorate, and to make a special report thereon to the Minister and the School Boards, on the form which has been supplied by the Department. This work he will perform either at his ordinary or at special visits, as he may find more convenient.

In accordance with his promise in the same circular, the Minister now announces that in the case of schools which carry on throughout the school year the courses in Agriculture and Horticulture prescribed by the Regulations, he will make the Inspector an annual allowance of $6.00, payable in August, for each such school taught by a teacher with a certificate obtained on a Departmental examination in Agriculture and Horticulture, and of $4.00 for each such school taught, after 1915, by a Second Class teacher without the certificate in Agriculture and Horticulture, but with a knowledge of the subjects satisfactory to the Inspector, such payment being subject to the provision that the Inspector has performed satisfactorily to the Minister the duties prescribed above and in the Regulations.

In order to satisfy himself in regard to the efficiency of the home projects, whether carried on partly under the guidance of the District Representative, or wholly under the supervision of the teacher the Inspector should require written reports from the teacher concerning each project, and he should make it his business to examine some of the pupils concerning individual projects. At each inspection he should see that the garden tools are properly cared for, and that the equipment has storeroom. Much of the success of the work in this regard will depend upon the attitude of the Inspector. Where school gardens are carried on it would be wise, as far as possible, to visit such schools either in spring or fall during the growing season. Of course if every school had a garden this would not be possible. At all events where a teacher is commencing the work it would be wise to keep in close touch with this teacher and this school until the work becomes established. Where a garden has made a good start and the school is in charge of a capable teacher one visit might be made during the growing season and the other in the winter time. By the exercise of some judgment this phase of the problem may be managed even if the number of schools be increased considerably.

My duties do not include the direct supervision of Agriculture in the Public or Separate Schools. Notwithstanding this I should be glad to visit, in co-operation with the Public or Separate School Inspectors as the case may be, as many such schools as time will permit.

The following Public and Separate Schools were visited, some of them in company with the Inspector:

Ardtrea, Bethany, Blackstock, Guelph Separate School, Hampton, Janetville, No. 3 North Easthope, Orangeville, Orono, Smith's Falls Separate School, Stamford and Winchester.

Of the above mentioned schools five (Orono, Hampton, Blackstock, Bethany and Janetville) are in the county of Durham in the Inspectorate of W. E. Tilley. Arrangements were made previously by the Inspector to visit these schools and hold meetings in these centres with the object of interesting teachers, trustees, parents and pupils in Agricultural education. Practically all the teachers of the rural schools were in attendance at one or other of the meetings and the turnout of

trustees was very gratifying indeed, as all the rural schools were represented. The attendance at all the meetings was good and especially so at Hampton where the hall was filled. The places named above are merely hamlets in the county and many of those who attended had to drive ten miles over very badly drifted roads.

In only one instance was there any objection offered to the introduction of Agriculture to the school programme. In this case the objection arose out of a misunderstanding which was easily explained away. The District Representative, Mr. Duncan, gave an address at each of two meetings—Orono and Bethany—on The School Fair. All the schools in Durham were organized for School Fairs in 1916.

High Schools

The following Collegiate Institutes, High Schools and Continuation Schools (Secondary Schools), were teaching Agriculture and qualifying for grants in 1915: Clinton, Picton, Smith's Falls and Vankleek Hill; Arthur, Bowmanville, Hagersville, Niagara Falls South, Oakville and Winchester; Cannington, Drayton, Exeter, New Liskeard and Ridgeway—15 in all. These schools were visited once during the fall term of 1915 and once again during the spring term of 1916—30 visits. During the fall term of 1916 the following schools were visited: Smith's Falls, Vankleek Hill, Niagara Falls South, Winchester, Cannington, New Liskeard and Ridgeway—7 schools.

The following schools commenced the work in September, 1916: Brockville, Renfrew, Geeorgetown, Essex, Kincardine and Whitby—6 in all. Excepting Essex all these were visited during the fall term of 1916—5 visits, making a total number of visits to schools teaching Agriculture of 42.

Owing to the enlistment in March of Mr. Butson who was teaching Agriculture in the Bowmanville High School, the subject was temporarily dropped because a teacher qualified for this work could not at the time be secured. This school carried on the work throughout the Lower and Middle Schools. The only other school attempting Middle School Agriculture is the Arthur High School. Both these schools have Upper School classes and most of the students in these classes have taken the advantage of the bonus privilege allowed for this subject and have used it with success for examination purposes.

Whitby High School introduced Agriculture as a Department in September, 1916, and has made a fair start. The School is located in an excellent farming district and has the advantage of the assistance freely given by Mr. Tipper, the District Representative of the Department of Agriculture, who is located at Whitby.

It is proposed to visit the schools that are just commencing to teach Agriculture twice a year, and to visit those that have made a good beginning once a year. Because of the fact that the High School programmes are thought to be overcrowded, and that additional subjects are more or less of an added burden, not only to the staff, but also to the pupils, considerable sympathy and assistance are needed in order to give the subject a fair start. After a year or two it will be found that the subject can be adapted fairly well to even a crowded curriculum, and that many of the difficulties which loom up large at first will soon pass away.

There are some 600 pupils receiving regular instruction in Agriculture in the secondary schools. The teachers are, for the greater part, Science Specialists who are well qualified to profit by the special courses of training in Agriculture required for the Intermediate certificate, and also to give instruction in the subject.

The course of study is well suited to both boys and girls, and from careful observations in this connection it is found that the girls not only take as great an interest in the work, but they also make progress equally satisfactory. In all the schools except one both girls and boys take the classes although the subject is optional. Niagara Falls South High School is the only one in which the classes are made up exclusively of boys. Domestic Science is also taken in this school and the programme is so arranged that Agriculture and Domestic Science come at the same hour. This arrangement is not made, it is understood, with the idea that Agriculture could not profitably be taken by the girls who take Domestic Science, but rather to meet the exigencies of the time-table. In view of the fact, however, that many of the girls now attending High Schools will, in the ordinary course of events, become teachers of rural schools where Agriculture is rapidly becoming established as a regular, though optional, subject, the need for some training along Agricultural lines is quite apparent. The period of adolescence of young women is really the High School period, and the influences of education stamp themselves with unusual permanence and power upon the mind at this stage of life, consequently, if Agricultural education is to make the maximum impression it must be taken at this time.

Therefore, in order that the subject be made more effective in the rural school it should be a required part of the High School course at least for those who expect to become teachers in the Rural Schools. The vast majority of teachers of the rural schools are female teachers; hence the apparent necessity of having the High School programme so arranged that the girls may take the subject. It would be an improvement in many ways if Agriculture were obligatory for entrance to Normal Schools, for then in a few years all the incoming teachers would have had some training in Agriculture, even without the special courses offered, and would thus be able to manage classes and give instruction, with some measure of success, in Elementary Agriculture. Two other advantages stand forth as also quite apparent. (1) The two-year course, or four-year course of study of the subject in the High School would wield a powerful influence in shaping the attitude of the teacher towards rural life. (2) Very few lady teachers remain teachers all their lives. Sooner or later they "set up a smoke" for themselves and when they do the knowledge gained while studying Agriculture in the High School will, in nine cases out of ten, prove profitable and enjoyable.

The following schools, not at the time taking Agriculture, were visited, nearly all by previous arrangements, with a view towards explaining the situation and discussing with boards and teachers the conditions necessary to introduce and to maintain the classes:

Collegiate Institutes: Brantford, Napanee, Orillia, Ottawa, Peterborough, Renfrew, Ridgetown, Windsor; *High Schools*: Arnprior, Beamsville, Bracebridge, Dundalk, Durham, Essex, Leamington, Newburgh, Norwood, Orangeville, Port Elgin, Port Hope, Shelburne, Sydenham; *Continuation Schools*: Bath, Huntsville, Winona.

The difficulties in the way of introducing Agricultural Classes into the Secondary Schools, from the viewpoint of the principals and teachers of the schools are here indicated: (1) There is generally a too crowded programme in the Lower School. (2) Two hours a week implies four periods and this number does not lend itself to a convenient arrangement of the time programme. (3) Latin as a bonus subject has the advantage over Agriculture in that it leads to matriculation in the Middle School. (4) Art is fortified as a bonus in both the Middle and

Upper Schools because it is an obligatory course in the Lower School. (5) There are very few qualified teachers of Agriculture.

All of these matters were discussed in detail with boards and teachers, and suggestions offered for a suitable arrangement.

Almost without exception the principals of the different schools were favourably disposed towards Agriculture and seemed to realize its importance especially as a regular subject in the course for candidates for Normal Entrance and for a general education.

The boards as a rule favoured the introduction of Classes in Agriculture and most of the individual members of boards were enthusiastic over the prospect. It should be mentioned that whether classes are organized or not will depend almost wholly upon the attitude of the principal of the school. No matter how favourably disposed towards the teaching of Agriculture the members of the board may be the matter is practically dependent upon the principal of the school and his staff of teachers.

I would call attention especially to this one feature of the whole Agricultural problem, namely, the establishment of a good strong course in the Secondary Schools under well qualified teachers. This is the "King bolt" of the machine.

Lower School Agriculture

The Lower School Course of Study is fairly complete in itself, and is rounded out with a view to the probability that a large majority of the schools maintaining classes in Agriculture will take no more than this course. It is recognized that a considerable proportion of the students who enter the High Schools do not proceed further than the second year, and it is to this class of student that the work in Agriculture will appeal. In fact the High Schools should reach out for such students, especially from the country, and offer them a programme including Agriculture. Fewer country boys and girls would then stop school when they pass the Entrance examination. The Lower School course covering two years would then meet the needs of the country pupils as it has never done before. We have blamed the country pupils for stopping school when they pass "the entrance," but the blame should be placed where it belongs, namely upon the school curriculum, and not upon the pupils. Where Agriculture has been introduced the results are already showing, although it will take time to change the views which people have inherited for generations regarding education.

Our Colleges have been planned for the minority. They prepare pupils for the Professions. When Hawthorne graduated from College he wrote to his mother: "I cannot become a physician and live by men's diseases; I cannot be a lawyer and live by their quarrels; I cannot be a clergyman and live by their sins. I suppose there is nothing for me to do but write books." The majority, however, are not born with the silver spoon in the mouth, they have to earn a living. They are needed as farmers, mechanics and producers. On the tax bill or voter's list, when a man has no employment, when he cannot be classed as farmer, labourer, professional man, artisan or mechanic, he is classed as a "gentleman." The idea back of this term is inherited from the past, and it was not conspicuously in the back-ground when college programmes were framed. The term is used probably for convenience largely, but there is hidden somewhere within it an idea that to work with one's hands in a regular systematic way, and make a living in so doing would put one in a class not under the heading "gentleman." Of course this idea is rapidily dying out, but it dies hard.

The High School which provides a class in Agriculture in the Lower School is doing something to dignify in popular estimation, this important occupation. Though it may not be fitting pupils specially to become "gentlemen" in the term of the tax-bill, it is preparing them to a certain extent to occupy an important position in the community. Education dignifies any calling. Agriculture coupled up with the usual training afforded by the High School will stimulate the academic work, and it in turn will be stimulated thereby.

It is not intended primarily to produce farmers by this training; nor is it expected that all those who have been brought up on the farm and take the course, will go back to the farm. The subject is placed on the programme as a part of the course of study suitable to a liberal education. It is suitable because it appeals to the pupil's experience.

Home Projects are an essential feature of the High School course in Agriculture, and in many cases with excellent results. Considerable latitude is allowed both teacher and pupil in making a selection. To carry out these projects with profit to the pupil, will require considerable individual instruction by the teacher and individual effort on the part of the pupil. From the very nature of the work, the pupil and teacher must become more intimately associated, and the pupil is sure to receive the individual inspiration, which to many people comes but once in life. The following Projects taken from Circular 13 (1) give a basis for selection.

Suggested Home Projects for the Lower School

On Gardening

(1) To take charge of the home vegetable garden or part of it.
(2) To establish, improve, or care for home lawns.
(3) To grow one or more vegetables, such as tomatoes, beets, corn, beans for canning.
(4) To grow one flower and one vegetable in a pupils' competition.
(5) To set out and care for a strawberry, raspberry, or asparagus bed.
(6) To set out and care for a row of currants or gooseberries.
(7) To establish a perennial flower border.
(8) To set out and train climbing rose, Boston ivy, or other climbers.
(9) To test two varieties of a vegetable, such as arranged for by the Schools' Division of the Experimental Union.
(10) To grow new kinds of vegetables.
(11) To improve the back yard with grass plots, flower borders, and climbers on the fences.
(12) To establish a wild flower garden at home.

On Fruit Growing, Nursery Work, etc.

(1) To renovate an old orchard, or part of it.
(2) To set out and care for one or more fruit trees or grapevines.
(3) To care for one or more trees by pruning, scraping, spraying, and cultivating.
(4) To experiment on thinning out fruit on heavily bearing tree.
(5) To produce one's own fruit trees by raising seedlings and grafting on roots or budding.
(6) To propagate currants, gooseberries and grape vines from cuttings.
(7) To raise shade trees from seeds and nuts, *e.g.*, horse-chestnuts, oaks, hickories, walnuts, maples, elms.
(8) To propagate ornamental shrubbery, such as privet, bush hydrangea, roses, etc., from cuttings.
(9) To buy ornamental shrubbery of one-year stock and care for it in nursery lines until large enough to set out.
(10) To get young evergreen and other tree seedlings from the woods and bring on in nursery lines to prepare for home planting.
(11) To get a colony of bees and learn to handle it.

On Production of Field Crops, Home Grown Seed, etc.

(1) To compare thick and thin seeding of some common field crop.
(2) To compare results from different dates of seeding.
(3) To compare yields from same weights of large and small seed.
(4) To compare yields resulting with different depths or different number of times of cultivation, say of corn.
(5) To compare yields resulting from uses of different mixtures of chemical fertilizers.
(6) To produce one's own mangel, turnip, or carrot seed.
(7) To test and introduce a new variety of grain, alfalfa, clover, potato or other crop, such as recommended by the experimental stations.
(8) To enter local competition in obtaining the best yields from one-tenth acre of corn, potatoes, turnips, etc.

On Crop and Live Stock Improvement

(1) Having joined the Canadian Seed Growers' Association, to commence practical seed selection and improvement.
(2) To enter one of the Field Crop Competitions organized by the Ontario Department of Agriculture.
(3) To undertake one of the experiments offered by the Experimental Union, comparing approved varieties of oats, barley, potatoes, etc.
(4) To commence the selection of the best hills of potatoes, best heads of corn, best heads of oats and grow crops from these.
(5) To purchase, plant, and care for choice seed from a leading seed grower for comparing with home-grown seed.
(6) To secure eggs of some improved strain of poultry (*e.g.*, O.A.C. Barred Rocks) and build up a pure flock.
(7) To make individual milk tests for the home dairy herd in order to find out which cows are most valuable.

On Farm Management and Improvement

(1) To make a complete valuation of the farm and all its equipment, buildings, fences, drains, machinery, live stock, feed, fields and orchards.
(2) To estimate the cost of producing the different crops grown, keeping accounts for each field.
(3) To estimate the cost of raising pigs, chickens, cattle, sheep or horses.
(4) To estimate the cost of producing milk and butter.
(5) To carry out a system of book-keeping for the farm for a year.
(6) To make a drainage survey of the farm with map showing location of old drains and new drains required.
(7) To test a scheme of cultivation for the eradication of weed pest in a field.
(8) To use split-log drag for improvement of roads about and on the farm.
(9) To make a survey of the home woods, estimating the amount of mature or spoiling wood available for lumber or fire wood and making plans for restoration or improvement.
(10) To conduct an experiment to find the results of following a system of rotation.

On Farm Mechanics, Home Carpentry, etc.

(1) To make utensils required on farm or in home, *e.g.*, wood-box, book-shelf, milk-stool, saw-horse, poultry feed boxes, butter worker.
(2) To put down cement sidewalks about home, making cement fence posts, water troughs, etc.
(3) To use farmer's hand forge and learn to make simple blacksmithing repairs.
(4) To build, repair, and readjust all farm gates.
(5) To repair barns and sheds, replacing broken windows, floors, partitions, steps, etc.
(6) To plan, make out bill for material, purchase, and build new poultry house, pig pen or shed.
(7) To build in new ventilators in stables.

One instance of a Home Project carried out in 1916, by a girl in the New Liskeard Continuation School, gives a good illustration of the nature of the work. But I wish to draw attention to the actual educational value of the study of those details necessary to the successful accomplishment of the problem. The details were all associated, necessarily so of course, in such a way as to advance the student in other subjects: business management, elementary science, bookkeeping, etc. But after all the element of profit is one which gives an Agricultural cast to the Project that must appeal to all.

"My home project was the raising of a colony of bees, and was decided on during the winter term of 1916.

"As I did not know anything about raising bees, a good deal of reading was necessary and I found the O.A.C. bulletins on the subject very helpful; 'The A, B, C and X, Y, Z of Bee Culture,' by Root; 'The Honey Bee,' by Dadant, and 'Beekeeping,' by E. F. Phillips, gave many useful pointers as to general work of all seasons.

"On February 22nd, 1916, I became a member of the Ontario Beekeepers' Association, and so received a monthly bee journal and reliable information as to crops, etc. Necessary bee supplies were then purchased from the Ham and Nott Supply Co.

"On May 13th, 1916, one eight-frame Langstroth hive, containing colony of bees was purchased from a local beekeeper, and moved to summer stand in good condition, the queen having been introduced last fall.

"First super was put on the colony May 24th, where the bees at once began to work.

"On July 4th, at 11.50 a swarm issued and clustered on a small bush a few yards from the stand, and with the help of a girl friend, also inexperienced, they were hived. On the first day they drew out comb of four Hoffman frames, made wax for another and began work in the super.

"On July 6th, 1916, I attended the demonstration held at the Rahn Bee and Honey Co.'s apiary, Haileybury. Mr. Rahn explained his method of raising queens and showed his special insulated hives, and many useful appliances—such as drone and queen traps and different types of feeders. He also explained his method of introducing queens."

"Mr. Ager demonstrated many points in handling bees, and Dr. Sladen, Dominion Agriculturist of Ottawa, gave an address on the nectar producing plants of Northern Ontario, stating that the fireweed, alsike clover, Canada thistle and golden rod were the chief plants of importance.

"On July 5th, 1916, I placed the second super on parent colony. On July 15th, 1916, an afterswarm issued from the parent colony, this was hived in a rough box, then I cut queen cells from parent colony, removed one frame of honey stores and returned the swarm July 22nd, 1916, first four sections of honey removed from parent colony, flavour and colour very good.

"August 5th, 1916, first honey taken from swarm.

"September 16th, 1916, last comb honey removed.

"November 4th, 1916, bees were examined, and I found a good supply of brood has been reared and stores are plentiful. (During the whole season no feeding was done as bees stored sufficient.)

"November 13th, 1916, the bees were put in the cellar with full width entrance space; this was screened with window screen wire so that bees cannot come out. The cellar was dark and well ventilated and the temperature was constant. This home project will be continued next year.

"Results are:—

(1) Some experience and pleasure.
(2) 90 lbs. section and 10 lbs. extracted honey. (Net profit of $19.41.)
(3) Two colonies of bees, in good condition.

"Statement of Receipts and Expenditure for this home project:—

Expenditure.

1916. Month. Date.		
Feb. 22—Ont. Beekeepers' Association membership fee		$1 00
	1-frame L. Hive	
	1-frame Super	
	2½ lbs. Med. Comb Foundation for section	
	5 lbs. Brood	12 18
	"Beekeeping," by E. F. Phillips	
	Bee-veil and smoker	
	250 Sections in flat	
	Postage and express	15
May 13—1 8-frame L. Hive and bees		6 50
July 1—7 Supers at 45 cents each		3 15
	Can of paint and Foundation wire	90
	1 Honey carrier with wire sides	75
	Total Expense	$24 63

Receipts and Estimated Value of Capital.

Dec.—(Capital)—2 colonies bees (parent colony and swarm)	$13 00
(Receipts)—90 sections White Honey (75% No. 1) at 20 cents	18 00
(Receipts)—10 lbs. extracted honey (light), at 15 cents	1 50
(Capital)—Stock supplies on hand, as supers, wax, tools, etc., at 10% depreciation	11 54
Total	$44 04
Expense	24 63
Profit	$19 41

WINNIFRED PLAYER.
New Liskeard."

Lower School Examination for Entrance into the Normal Schools and Faculties of Education, 1916

AGRICULTURE AND HORTICULTURE

NOTE.—*Five questions will constitute a full paper.*

1. (*a*) Describe the two classes of poultry known as the Asiatic and the European.
(*b*) Name the breeds belonging to each class.
(*c*) Describe the process of hatching chicks with an incubator.

2. (*a*) Give the life histories of any *two* of the following:—oyster-shell scale, tent caterpillar, codling moth.
(*b*) Describe the spray-mixture used to combat successfully each of the three insects, respectively, and tell *how* and *when* it should be applied.

3. (*a*) Show how the percentage of fat in milk may be accurately determined by the Babcock tester.
(*b*) What is the chief use of this test?
(*c*) How is milk pasteurized?

4. It is required to build a concrete cylindrical silo with wall 1 foot thick, inside diameter 9 feet, and height 21 feet. How many loads of gravel will be needed to build it, assuming that the cement and water occupy none of the space but enter the crevices of the gravel, and that the wagon box is 10 feet long, 3 feet wide, and 10 inches deep, inside measurements.

5. (*a*) Indicate the points of contrast between a good *dairy* type and a good *beef* type of cattle.

(*b*) Name three breeds of cattle that are called beef breeds and four that are called dairy breeds.

(*c*) Give the characteristics of each breed named.

6. (*a*) Make a diagram showing the various parts of a bee-hive.

(*b*) What is meant by (i) swarming; (ii) queen-excluder?

(*c*) Indicate the chief functions of (i) the queen, (ii) the drone, (iii) the worker.

7. (*a*) Point out the chief beneficial results to be derived from drainage of land.

(*b*) What are the physical characteristics of soil which especially requires tile-drainage?

(*c*) Describe the tile, and one good method of laying it.

Middle School Agriculture

Two High Schools—Arthur and Bowmanville—have undertaken and have carried on successfully all of the Middle School course in Agriculture. As is the case in the Lower School, this is a bonus subject which may be used, under certain conditions, in the Departmental Examination for Normal Entrance. It is not recognized at all in Matriculation. Latin may also be used as a bonus subject for Normal Entrance, and in addition it is accepted for Matriculation. As compared with Agriculture, Latin has, therefore, a great advantage, because many students, though taking the Normal Entrance course, wish to take the Latin, so as to have it count towards Matriculation, and thus take really two examinations at once. As two bonus subjects are not allowed at one examination, Agriculture cannot therefore be counted. Art may also be taken as a bonus subject for Normal Entrance. This, too, has an advantage over Agriculture, because Art is compulsory in the Lower School as part of the Normal Entrance course, while Agriculture is not; therefore all students who take part I of the Normal Entrance course while in the Lower School, are eligible and competent to take the Art of the Middle School, whereas, with regard to Agriculture, only those who have elected the subject in the Lower School may take it in the Middle School. Aside from the pure love of the subject there is, therefore, no inducement to the student to take it in the Middle School.

If the regulations respecting the requirements for a course of study were amended so as to place the Physics, Chemistry, and Agriculture of the Middle School in a group, giving the student permission to present any two for either Normal Entrance with Matriculation, or for Normal Entrance alone, there would be no difficulty in securing classes in this subject for the Middle School. In fact, as soon as qualified teachers are available, Agriculture might well be made obligatory on all students taking the teachers' course. This might raise the question as to whether the large city Collegiate Institutes could carry on the work, and also as to whether there ought not to be two kinds of teachers' certificates, the one applying to city schools, and the other to rural schools. In fact, we may yet reach the stage where certain Normal Schools shall be especially fitted to train teachers for rural schools and others for city schools.

The need for Agriculture as an essential part of the Course of Study for those who expect to teach in the rural schools requires little argument. To convince of the desirability of the subject as one of the list for Matriculation may, however, not be so easy. It is recognized by those who have had to do with the teaching of College students that it is not the list of subjects which the Matriculant presents for admission to the University, which ensures success afterwards in his college course,

but rather the methods of study which the student has pursued, and the training given him by his instructor. It is more a problem of *method* than one of *matter;* more *how* than *what*. What the college professor wants is an unspoiled freshman, who has been trained to think, and not the matured pedant, who has an overwhelming regard for the importance of the smattering he has in a long list of subjects written large on his matriculation certificate. As a subject requiring thought and judgment, Agriculture, in comparison with any other on the curriculum, can hold its own. It needs no apology. There is no subject so frequently requiring the application of that quality which comes under the term "gumption." If this is a desirable quality to develop, then Agriculture should have a place on the programme for college entrance. Boys brought up on the farm have abundantly held their own in the halls of learning, and it may be partly due to the training of the senses which they have had under the blue sky and in the green lanes and fields on the farm. They have also measured well up in a college course of study, tending more to gentility than to the sweat of the brow. Agriculture has to do with the training of the senses in a greater degree, perhaps, than has any other subject, and therefore might fairly lay claim to a place as an elective on a Matriculation programme.

Middle School Physics is not particularly productive of good results, especially for girls in this class. Some of them manage to pass the examinations, but the work is perfunctory because it is beyond the sphere of their experience. Especially for teachers, and for those who are not mechanically inclined, Agriculture has as many merits educationally, and is of as much importance practically as Middle School Physics. Elementary Physics is always interesting and worthy of a place on the programme, but this is cared for in the Lower School, and if the Lower School Physics were the only Physics which Matriculation students were required to take they would be at no disadvantage in their future college career. Some of the classes in Physics, which the student takes in his college course, are but a repetition of that covered in the Middle School of his High School Course. In fact it could scarcely be otherwise, because the High School course in Physics covers practically everything under the sun,—Heat, Light, Sound, Electricity, Magnetism, Properties of Matter and some Mechanics.

Middle School Examination for Entrance into the Normal Schools, 1916

AGRICULTURE AND HORTICULTURE

FIRST PAPER

1. (*a*) Outline the life history of any *one* of the following:—wheat rust, corn smut, black knot.
(*b*) Point out the best method of controlling each of these three diseases.
(*c*) State the composition of Bordeaux mixture and describe the method of making and applying it.

2. Give, with drawings, the life histories of any *two* of the following:—codling moth, cabbage butterfly, buffalo moth, June bug.

3. (*a*) Describe the work of the nodule-forming organisms which live in the roots of certain leguminous plants.
(*b*) Discuss the relation of these organisms to soil fertility.

4. (*a*) Give, as applied to bee-keeping, the meaning of the terms (i) swarming, (ii) queen-excluder, (iii) foul brood, (iv) foundation, (v) royal jelly.
(*b*) Outline the life history of the queen.

5. (*a*) Name the chemical elements necessary to plant life.
(*b*) From what chemical compounds are these derived?
(*c*) What is the special need for artificial fertilizers, and what are the three elements that such fertilizers are specially designed to supply?

6. (*a*) Describe the following kinds of soil:—alluvial soil, clay loam, sandy loam.
(*b*) What is meant by (i) mulching, (ii) dry farming, (iii) leaching?

SECOND PAPER

1. Describe the Babcock test for butter fat in cream. Give reasons for each step of the process.

2. Give the characteristics of each of the *two* chief types of swine, and name *two* breeds belonging to each type.

3. (*a*) Point out the characteristic features of any *two* of the following breeds of sheep:—Cotswold, Merino, Oxford Down, Dorset, Leicester.
(*b*) Point out the chief advantages and disadvantages of raising sheep on an ordinary Ontario farm with good land.
(*c*) Give a short description of a farm which would be especially adapted to the raising of sheep.

4. Discuss "rotation of crops" and its value to the farmer. Plan, giving reasons, a four-year rotation.

5. (*a*) What is meant by (i) pedigreed stock, (ii) herd book?
(*b*) What advantages may be derived from the use of pedigreed cattle as compared with grade cattle?

6. (*a*) Discuss the advantages and disadvantages of Statute Labour as a method of securing good roads.
(*b*) Give an account of the methods and aims of either of the following:—
(i) The Egg Circle.
(ii) The Beef Ring.

7. (*a*) What are the advantages and disadvantages of a market in a small town (i) to the town itself, (ii) to the surrounding country?
(*b*) In a town without a market what inducements might be held out to the farmer to secure his trade?

The Training of Teachers

In order to qualify to teach Agriculture in the High Schools, Collegiate Institutes, or Continuation Schools, the teacher must hold an Intermediate Certificate in Agriculture. This certificate is obtained on the completion of the Summer Course covering two consecutive summers at the Ontario Agricultural College, Guelph. To enter this course the applicant must hold a teacher's certificate qualifying him to teach Science in such a school, and should have had—though this is not essential—experience in teaching. This course runs concurrently with the course leading to an Elementary Certificate in Agriculture, and is adapted, as far as possible, to the needs of the High School teacher.

It was begun in 1913, with an attendance of 23. The following, so far, have been granted certificates:

1914.

John A. Bell.
Geo. A. Campbell.
Geo. A. Clark.
J. B. Dandeno, A.M., Ph.D.
James L. Mitchener, B.A.
Wm. J. Morrison, B.A.
Alex. R. McRitchie, B.A.
Alex. Pearson, B.A.
Edmund Pubsley, B.A.
Fred. Sine, M.A., B.Sc.
Arthur M. Woodley.
Wm. B. Wyndham, B.A.

1915.

Wm. Bowden.
Wm. G. Butson.
Edward J. Corkhill, B.A.
Robt. W. Fleming.
Chas. S. Gulston.
John P. Hume, B.A.
John A. Macdonald.
Geo. O. McMillan, M.A., B.Pæd.
Muriel A. Shook.
Geo. B. Spark, B.A.

1916.

John G. Adams, B.A.
Edwin T. Bell, B.A.
Geo. W. Bunton, B.A.
Geo. E. Copeland.
Isabella E. Dobbie.
Wm. Donaldson, B.A.
Clarence Elliott.
F. V. Elliott.
Hugh H. Graham, B.A.
Hugh J. Haviland, B.A.
Gideon A. Miller, M.A.
W. A. Porter.
Walter E. Shales, M.A.
Daniel E. Smith, B.A.
Christopher Summers.

Under an arrangement made in 1912, the Ontario Agricultural College, the Department of Education, and the Universities of the Province, provided a Course of Study leading to the Degree of B.Sc. in Agr. It is intended that, to a large extent, the teachers of Agriculture in the Secondary Schools of Ontario should be the holders of this degree. (See Syllabus of the Courses and Examinations, circular 47 A. Sept., 1912; pages 3, 4, 5, 6.)

Up to the present one man has received this Degree,—F. E. Foulds, in 1916. One man entered the third year of the Course in Sept., 1915. He enlisted in March, 1916, but was awarded his year. Mr. Foulds has also enlisted. So far, therefore, no teacher taking this course is available or in sight. Whether the course will, in the near future, become popular is very much in doubt, although, with the financial assistance offered during the course, and with the scope of privileges allowed in the teaching profession, it might be thought to be a very attractive course.

Those who hold Intermediate Certificates in Agriculture are somewhat uneasy with respect to the permanency of their certificates in view of the following regulation:—

"Until teachers with the qualifications prescribed in Regulation 7 (1) (a) (B.Sc. in Agr.) above are available, the Minister will accept the following as qualifications for the work in the Agricultural subjects of the Agricultural Department.

(a) The Degree of B.S.A., with a Second Class Certificate.

(b) An Intermediate Certificate in Agriculture.

(c) A certificate of having completed the first course for an Intermediate certificate, with an undertaking by the holder thereof to complete the second course in the following year."

It might be a good move to permit the holders of Intermediate certificates in Agriculture to become Specialists in Science and Agriculture providing they have (1) five years' experience in teaching, (2) a Degree in Arts, (3) a Science Specialist's certificate, and (4) that they have completed successfully a third summer session at the Ontario Agriculture College. And in order to keep up the supply of available teachers in Agriculture I should recommend that the holder of an Intermediate Certificate in Agriculture, who has five years' successful experience in teaching the subject in a High School, Collegiate Institute or Continuation School, shall be granted a permanent certificate to teach Agriculture in any of these schools.

Improved Accommodations

From time to time new school buildings are required for both primary and secondary schools, and in order to make the most of the opportunity when a new building is to be located, there should be an architect who is expert in school structures, and under the control of the Department of Education, and who would be available when required. Class rooms suitable for teaching Agriculture are not now a part of the accommodations, but when new schools are to be constructed this matter should have consideration.

Two High School buildings have recently been burned down and now is the time to consider the matter of class rooms in such schools for the future.

Rural schools are requiring new buildings constantly, but rural Boards of trustees have little or no knowledge of such matters. Problems of lighting, heating, ventilation and equipment are unfamiliar to them. If an expert were at the disposal of the Department of Education to plan, discuss and advise with boards, a new period of school building with standard requirements would be commenced.

An expert would save the country many thousands annually, and what is still more important healthful and comfortable accommodation for pupils would be ensured.

Consolidated schools will develop, though perhaps slowly, in Ontario, and expert information will be required in regard to building accommodation. A proposition is on foot now in Dufferin County for a consolidated school. If an expert were at hand valuable information would soon be available for those Boards of trustees concerned, enabling them to see the advantages of a modern building and to know the cost.

The cost of maintaining such an expert might be borne by the Boards and the Department of Education under an arrangement economical to both.

I earnestly recommend that such an expert be appointed and that he be easily available by the Inspectors of both primary and secondary schools.

Normal Schools

The Normal Schools have recently strengthened the Course of Study in Agriculture and Horticulture by giving more time on the programme for this work, by adding equipment especially suitable for demonstration and for laboratory operations, and by enlarging the grounds to be devoted to school gardens. Much remains yet to be done in the matter of providing equipment and laboratory facilities for individual work. The class-rooms which have been used in the past for Science classes, though useful for much of the work in Agriculture, are not altogether sufficient. When greenhouses are provided this situation will be very materially improved.

For many years to come the burden of the work, both professional and non-professional, of instruction to Second Class teachers will fall upon the Normal Schools, consequently provision should be made for individual laboratory work in smaller groups with suitable equipment and in suitable class-rooms.

In former years, even when the Normal School course occupied but a half year, a considerable amount of time was wasted in attempting instruction in non-professional subjects having little or no bearing upon the teacher's work thereafter in his own school. That may not be the case now, but it seems strange that time is still set apart for the non-professional phase of such subjects as Elementary Science, Algebra, Geometry, History, Literature, etc. These subjects are all

taught—and well taught—in the High School course; therefore one might reasonably suppose that the academic feature need not be included in the Normal School programme. Not so, however, with Agriculture, because it is not taken at all, with the exception of one school, in the Middle School of the High School course, and is not a required subject for "Normal Entrance." After the subject is made obligatory for Entrance to Normal Schools then the time could be lessened, and only the professional features given attention to.

The School Garden for Normal Schools

The garden problem is one which has several difficulties, and those concerned with the actual work of teaching and of arranging a programme for classes in the Normal Schools which will fit in with the regular programme of studies in other subjects have a heavy task. The Normal School garden will always be subject to public criticism not always considerate and fair. The biggest fish are not necessarily caught with the finest looking fishing rod and tackle, nor is the showiest school garden necessarily indicative of the best results. It is generally the opposite and is often made without knowledge or judgment. "Patience and Perseverance" should be the motto on the "wall" of the garden.

An arrangement is being made with Model Schools in connection with the older Normal Schools and with certain city schools located near the other Normal Schools, whereby class work will be done under the direction of a trained teacher of the Model (or city) school staff with his own pupils under the observation of the Normal School students. Under such an arrangement the teachers in training will receive what might be called professional instruction, and in the garden they will also receive some instruction in such Agricultural operations as have to do with the soils. The garden should be used as a sort of laboratory for the study of crops and soils especially during the season when outdoor work is possible. During the winter season the greenhouse should be used, and it must not be forgotten that this portion of the Normal School term forms a large proportion of the time.

All the Normal Schools—Toronto, Ottawa, London, Hamilton, Peterborough, Stratford, and North Bay, were visited once in the fall term of 1915 and once during the fall term of 1916.

The number of young men in attendance is not large, forming only about ten or fifteen per cent. of the total and this small proportion has become considerably less on account of the war. This has some direct bearing upon the promotion of Agriculture because the idea is as yet quite prevalent that Agriculture is a man's job, and the best results will not be attained unless the Agricultural classes are in charge of male teachers. Whether this is a correct view is not the chief concern now. The main point is that the lady teacher is a fact and is in charge. The situation, as it is, must be met, and so far the prospect is far from gloomy. It is even hopeful. Lady teachers of the right sort, who have had some training in Agriculture, are not only carrying on the work but are, in many instances, making a brilliant success of it.

After all there is no good reason why outdoor work, such as gardening, fruit growing, poultry keeping, dairying, beekeeping and the like, should not fall within the ambitions of a lady as much as factory work, counter work in a large departmental store, or even the making of munitions. The outdoor labour involved in farming is less monotonous and more healthful than the indoor work of factory or

office. Farming is, no doubt, hard work, but, with modern appliances and management, and with a suitable subdivision of the several phases of Agriculture, it is not necessarily so.

The training of teachers for Agriculture, therefore, in the Normal Schools may be regarded to a certain extent as a training of young women towards independence. When such teachers become managers of their own homes, as most of them will in the natural course of events, the training received and the knowledge gained in the subjects of Agriculture and Horticulture will then, in a great many cases, prove useful in the way of increasing their income, and also in the enlarged scope for enjoyment of life.

The Course of Study in Agriculture is not yet all that could be desired as some important topics are omitted, but the list cannot include all the topics within the range of Agriculture and must end somewhere. Beekeeping might be on the list and more work in soils, fertilizers, insecticides and fungicides, but it is not the intention to require the teacher of Agriculture to follow out slavishly any set programme. He is given a fairly free hand, within reasonable limits, to map out his work so as to produce the best results.

COURSE OF STUDY

Agriculture and Horticulture

The special object of the course in Agriculture is to prepare the teacher-in-training to train his pupils for the occupations of the farm and to broaden and deepen their sympathies with nature and rural life.

The course includes the following topics:

Dairying: Care of milk and butter; Pasteurization, churning, separating; the use of the Babcock test and the lactometer.

Poultry: Utility breeds; care of poultry; care, shipping, and marketing of eggs.

Field Crops: Identification of seeds; seed testing; corn judging; seed selection; cover crops; weed-seed impurities; simple classification of soils; principles and plans of drainage.

Horticulture: Pruning; spraying; grafting; packing and shipping fruit; care of garden and house plants; making of hot-bed.

Birds and Insects: Those of the most importance in their relation to Agriculture.

Experimental Plots: Preparation and planting to illustrate the benefits of seed selection; the rotation of crops; growing improved oats, barley, alfalfa.

School Gardens: The purpose of school gardens; the relation to nature study, agriculture, and horticulture; planning and plotting school gardens; work in the school garden by the teachers-in-training; observation and supervision of the work done by the pupils of the urban and rural Model Schools; care of the pupils' school gardens during the summer vacation; care of tools and machinery.

School Grounds: Planning; planting of trees, shrubs, and ornamental plants.

Home Projects: Direction of pupils' home work; inspection of records in pupils' note-books; inspection of home work by teachers.

The average number of periods per week, including both the academic work and the methodology, shall be as nearly as practicable 1½ periods (40 minutes) per week throughout the session.

The final standing of the teacher-in-training shall be determined by the staff on the combined results of his sessional records and the final examination. The maximum percentage shall be 50 for the sessional work and 50 for the final examination.

Books of Reference:—

Waters: *The Essentials of Agriculture.*
Warren: Elements of Agriculture.
Burkett, Stevens and Hill: Agriculture for Beginners.

Instruction.—By special arrangement with the publishers, teachers-in-training may obtain at the Normal School copies of *The Essentials of Agriculture* at a reduced cost. The Principal will make an announcement on the subject as soon as the school opens.

SUMMER COURSES

Some years ago an arrangement was made between the Department of Education and the Ontario Agricultural College which provided for a spring course of ten weeks and also for a course covering two consecutive summer sessions of five weeks each. These were intended for teachers who expected to teach Agriculture in schools of Ontario. In 1914 the spring course was discontinued and now the courses are all offered during the summer vacation at a time when those who are engaged in teaching are free to attend.

If a sufficient number of duly qualified teachers apply for admission the following courses will be provided by the Department of Education in co-operation with the Ontario Agricultural College, Guelph, leading to certificates as follows:

(*a*) In Elementary Agriculture and Horticulture.
(*b*) Intermediate certificates in Agriculture.
(*c*) Certificates in Agriculture for teachers of Household Science.
(*d*) Certificates in Farm Mechanics.

All of the work pertaining to the above mentioned certificates is given at the Ontario Agricultural College, Guelph.

So far no candidates have applied for either the course in Farm Mechanics or that for the Agricultural and Household Science teachers. These two courses are expected to be given to teachers engaged to teach in schools having departments in these subjects. In 1917 there will be at least two such schools.

Qualifications for Admission

The following are the qualifications for admission to the different courses, but a student whose attendance, conduct, or sessional work is unsatisfactory to the principal may be dismissed from the course at any stage:

For the Intermediate Certificate in Agriculture

(1) (*a*) To the course for the Intermediate certificate in Agriculture may be admitted applicants who hold professional certificates qualifying them to teach in High or Continuation Schools and whose academic preparation has fitted them to teach Science therein.

For the Elementary Certificate in Agriculture

(*b*) To the course leading to an Elementary Certificate in Agriculture may be admitted applicants who hold professional certificates qualifying them to teach in the schools of the Provincial system.

For the Certificate in Agriculture for Teachers of Household Science

(*c*) To the special course in Agriculture may be admitted teachers who hold at least Ordinary certificates in Household Science.

For the Certificates in Farm Mechanics

(*d*) To the special course in Farm Mechanics may be admitted teachers who hold at least High School Assistants' or First Class certificates.

Applications for admission should be made to the Deputy Minister of Education, Toronto.

Registration

All applicants shall present themselves for registration not later than the first day of the session.

Tuition Fee

(1) All students duly admitted to a course under one of the provisions of Regulation 4 (1) above, who are actually and regularly engaged as teachers in the schools of the Provincial system, will be exempt from the payment of tuition fees.

(2) Other students duly admitted to a course under Regulation 4 (2) above shall each pay to the Principal on registration a tuition fee of $10.

Allowances

I. Agricultural Courses

(1) (*a*) The travelling expenses as defined in Regulation (3) (*a*) below, and in addition the sum of $20, being an allowance for the cost of board and lodging during the preceding Summer Session, will be paid to any teacher who satisfactorily completed a summer course leading to a certificate in Agriculture, on the report of the Inspector concerned that instruction in Agriculture, as prescribed by the Regulations, has been given by said teacher in his school throughout the school year following the course.

(*b*) No allowance for travelling expenses or for board and lodging will be made to students who reside in Guelph, or who live three miles or less therefrom.

(2) Application for the above allowances shall be made to the Deputy Minister of Education on any day in June of the year following the course at the Agricultural College, with receipts showing expenditures for travelling expenses, in the case of teachers of Public and Separate Schools, through the Inspector concerned, and in the case of teachers of High Schools or Continuation Schools directly to the Deputy Minister of Education.

(3) (*a*) The travelling expenses shall be those actually incurred by the teacher from and to his home or school as the Principal of the Summer School may report. No allowance will be made for meals, Pullman car seats, berths, or baggage transfers.

(*b*) In order to secure the allowance for travelling expenses provided for above, each student shall obtain from the ticket agent a standard certificate or a receipt for fare paid by boat or railway on the purchase of one first-class fare to Guelph, as the same may be. This certificate the student shall deposit with the Principal on registration.

INSTRUCTION.—The Principal of the Summer School shall, on receipt thereof, forward the railway certificates or receipts to the Department of Education, together with a certified list of the students and the points from which transportation expenses are claimed. These certificates, after being recorded, will be returned to the Principal before the close of the session.

II. Other Courses

(4) The tuition fee will be returned to any teacher who paid the said fee under the provisions of Regulation 7 (2) above, who satisfactorily completed a summer course leading to a certificate, who has taught the subject of said certificate throughout the school year following in one of the schools of the Provincial system, and who makes application for the return of said fee at the time and in the manner prescribed in (2) above.

Board and Lodging

9. (1) (*a*) Students who are admitted to the courses at the Agricultural College may obtain board and lodging in the College at Macdonald Hall for $20 for the course.

(*b*) Application for rooms must be made on or before June 15th. Each application must be accompanied by $5.00, which will be allowed on the board bill or will be returned in the case of illness or other unavoidable cause of absence.

(*c*) Rooms will be reserved in the order in which the applications therefor are received, and on the acceptance of the application a list will be sent of the necessary equipment and of the rules of residence.

(*d*) Teachers are advised to avail themselves of the opportunity of boarding in residence at the Agricultural College, as it will be found that association with other teachers from all over the Province is not the least valuable part of the course. Moreover, such residence will enable them to take full advantage of the evening lectures, evening work in the gardens, etc.

Certificates

15.—(1) The professional certificates granted by the Department of Education on the examinations will be Interim and valid for two years from the date of issue and renewable under conditions satisfactory to the Minister, provided the holder is otherwise qualified to teach in the Provincial Schools.

(3) On application to the Deputy Minister, Interim certificates will be made Permanent on the report of the Inspector or Inspectors concerned that the holder of such certificate has taught successfully the subjects thereof for at least two years in one or more of the Schools of the Provincial System.

The courses for Public School teachers were organized in 1911 and those for High School teachers in 1913. Each of these two courses consists of two parts covered in consecutive years and each session of this two-year course extends through a period of five weeks. The classes are carried on at the Ontario Agricultural College under the control and direction of the Department of Education.

The chief aim is to prepare teachers to give instruction in Elementary Agriculture in the schools of Ontario. Our system of education in Ontario has been, for several years, undergoing important changes, not only in subject matter, but also in method and in viewpoint. Book study has its place, but its place is not the whole field. The introduction of Natural Science into the schools has had much to do with the change in method, and it has had something to do also with the changed attitude toward the actual subject matter. When so many people are directly and indirectly concerned with Agriculture, in one way or another, it is reasonable to suppose that a system of education in any country would not be complete without a place for Agriculture. It may be a slow process to engraft the subject permanently into the curriculum of the schools of Ontario, but it is the aim of the Department of Education to do so as rapidly as public opinion will permit.

In order to make the instruction effective it is necessary to give pupils some practical exercises and demonstrations to illustrate the principles involved. The school garden can be used with advantage for this purpose, and it is expected that a properly managed school garden will take the place, to some extent, of a sort of laboratory, contributing to the advancement of the class instruction.

At the College, during the first year of the Elementary classes, instruction and practice are given in this subject. The gardens of the Macdonald School are made use of under an arrangement with the trustees of the school and the Horticulture Department of the College. This arrangement provides practice in attending a garden which has had a good start as well as practice in planting a garden.

It is expected that when teachers receive this training they will be able to manage gardens in their own schools. From year to year the number of schools is increased, and it is to be hoped that eventually all the public schools will be equipped with some sort of a garden.

The courses of training are necessarily short, but, as time goes on, and the subject is taken regularly in the High School, these short courses can become much more effective, for the work can then be more advanced, and the standard raised. At the present time there are about five hundred pupils taking the work in the High Schools and the number is rapidly increasing.

The High School teachers are, for the most part, science specialists and well qualified to profit to the utmost by the instruction they receive in Agriculture. They are all trained teachers and know how to make the most of the time and opportunity.

Owing to the fact that at present the subject has no standing as a matriculation subject, and is not required in the High Schools, its introduction will be necessarily very slow. There is no valid reason why Agriculture should not have consideration in the same way as other subjects on the examination scheme.

Outdoor Exercises

It very frequently happens that teachers, especially female teachers, fail in health and soon wear out. This is doubtless due in part to the indoor life which they live, and to the ordinary worry of school discipline and school work. Realizing this, provision is made during the summer courses at the Ontario Agricultural College for regular outdoor sports. This is easily worked out here because practically all the students board and room on the campus, and it is a simple matter for the students to assemble for outdoor games every evening. I am convinced that the health of the Summer School students is improved during these five weeks, notwithstanding the fact that serious study is carried on at the same time. But the chief advantage of this feature of the course is the results produced on both teacher and pupils after the teacher returns to the school. New games are learned and practiced, and the teachers have a splendid opportunity to become acquainted with one another. In all my experience I have seen no place so well suited to a work of this kind as the Ontario Agricultural College.

Summary of the Attendance

Year	Elementary				Intermediate				Total
	Part I		Part II.		Part I		Part II.		
	Men	Women	Men	Women	Men	Women	Men	Women	
1911..	8	75	1	16					100
1912..	16	65	2	23					106
1913..	14	64	5	36	*23	4			146
1914..	8	55	5	27	13	4	14		126
1915..	15	39	5	18	17	1	9	1	105
1916..	11	99	9	31	15	3	14	1	183

During the course in 1916 two interesting evening addresses were given to the students, one by Dr. Mills, former president of the College, and the other by Mr. Saunders, a bird student of London, Ont. Both these addresses were thoroughly enjoyed and appreciated by the students. Dr. Mills called attention in his address to three somewhat neglected phases of public school education—manners, slang and lack of respect for older folk.

One afternoon was used entirely for games and sports as a sort of Field Day, and this is no unimportant feature of the regular work.

*Seven of these were teachers from the Normal Schools.

APPENDIX F

PUBLIC LIBRARIES, LITERARY AND SCIENTIFIC INSTITUTIONS, ETC.

REPORT OF THE INSPECTOR OF PUBLIC LIBRARIES

To the Honourable R. A. Pyne, M.D., LL.D., M.P.P.,
Minister of Education for Ontario.

Sir,—I have the honour to submit the following report of the work of your Public Libraries Branch for 1916, and the statistics, etc., of the Public Libraries of the Province for 1915, also a statement of the grants paid in 1916 to Public Libraries, and to Historical, Literary and Scientific Societies.

First, permit me to express my appreciation of the encouragement accorded me and the sympathy shown toward the further development of the public library movement by yourself and the Deputy Minister during my first year as Inspector of Public Libraries. I wish to acknowledge the loyal spirit in which I have been assisted by the members of the staff of the Branch; they have been faithful to their duties, and the year's work with them has been decidedly pleasant.

I desire to record my gratitude to Mr. George H. Locke, Chief Librarian of the Toronto Public Library, for assistance given in connection with the library training school. Mr. Locke and several members of his staff showed a splendid spirit of co-operation, and did all in their power to make the school a success.

My thanks are due to the following librarians, library trustees and friends of the library cause for assistance in library institute work, the library school, and the *Ontario Library Review*: Dr. E. A. Hardy, Toronto; Mr. David Williams, Collingwood; Mr. J. Davis Barnett, Stratford; Mr. W. J. Sykes, Ottawa; the late Dr. C. C. James; Miss M. J. L. Black, Fort William; Mr. E. S. Caswell, Toronto; Mr. Fred. Landon, London; Miss Winifred Barnstead, Toronto; Miss Lillian Smith, Toronto; Miss Gertrude Boyle, Toronto; Miss Marion H. Baxter, London; Mr. H. B. Witton, Hamilton; Mr. Adam Hunter, Hamilton; Miss Caroline Wilson, Hamilton; Miss Norah Thomson, Owen Sound; Mr. Edgar M. Zavitz, Coldstream; Rev. Fr. Foley, London; Miss Marjorie Flanders, London; Miss Louise Gahan, London; Dr. H. W. Hill, London; and to the chiefs of departments and other assistants in the Toronto Public Library.

I am pleased to report notable progress for the year in the free public libraries of the Province. The association libraries as a whole have not been advancing, but I hope to note an improvement as soon as the results of 1916 are obtainable. The internal work of the Branch has been attended to with promptness and satisfaction. The Legislative grants payable in 1916 were paid early in the year to all libraries with the exception of those that did not comply with the regulations.

The features of the year's work that are worthy of special note are the publication of the new quarterly, the *Ontario Library Review and Book-Selection Guide*, the Short Course Library Training School, the book-selection institutes, and thorough library inspection. The phase of library work that received special

emphasis through the institutes and *Review* was book-selection, and I hope to hear of good results from this special effort. Comments on various matters that have received, and are receiving, special attention follow:

The Public Libraries in War Time

You will be pleased to hear that the Public Libraries of the Province have increased their expenditures by more than $100,000 since the last year before the war, and they have earned an increase of about ten per cent. in Legislative grants. The number of books read from public libraries by the people of Ontario shows an increase of nearly one and one-half million over the year 1913—an increase of about one-third. The librarians state that while "light" literature is nearly as popular as ever, there is a noticeable increase in the reading of more serious books. It is a matter of congratulation that, notwithstanding the increased taxation necessitated by pressing demands and large personal subscriptions for Patriotic and Red Cross purposes, the people of Ontario have increased their expenditures for library books by nearly twenty per cent. People should read, and there are but two ways of securing reading matter, one by individual purchase, the other by co-operative purchase. The individual gets more for his money by the co-operative plan, and by purchasing in this way his power to meet other obligations is increased. The public library is being looked upon more and more as an educational force, and it would appear that the increase of expenditure, and more than corresponding increase in the patronage of the libraries, bear an eloquent tribute to the increasing confidence that is growing in favour of free libraries.

Library Inspection

Since my appointment in April I have inspected carefully the following libraries: Windsor, Leamington, Walkerville, Amherstburg, Sarnia, Fort William, Port Arthur, North Bay, Brighton, Caledon, Don, Port Carling, Gravenhurst, Huntsville, Bracebridge, St. Thomas, Stratford, Kitchener, Grimsby and Owen Sound, and have visited Peterboro', Ottawa, Hamilton, and London. The attention demanded by other phases of the work of the Branch rendered it impossible to make the number of visits that I should like to have made. Written reports will be sent as soon as it will be possible to use the 1916 reports of the libraries as a basis of criticism for expenditure, patronage, etc. Library inspection is a kind of intensive work that should contribute largely toward raising the standard of the libraries. In the twenty-five libraries visited, twenty of them require a considerable amount of expert advice regarding the development of their libraries. Library inspection is the only kind of work that the Department can do to deal with each library according to its own peculiar situation and problem. Association and institute meetings and printed matter can never take up any library's problems in a specific way. Library inspection is more essential to the free libraries than to the association libraries. The latter are small and their problem is to secure a small fund and buy a few good books for a limited number of readers; they are not in a position to give modern public library service, and the kind of assistance through which they can benefit can be given by correspondence and the *Ontario Library Review*. The average free library is in a position to extend its usefulness along lines upon which expert advice and criticism are of the greatest value. With the very limited time available for library visits your Inspector is of the opinion that free libraries have the first claim on his time.

In the near future I hope to submit a suggested policy for library inspection, and a general method for reporting on visits and for advising library boards.

The matters for consideration in an inspection are as follows:—

(1) The building, its plan and arrangement.
(2) Departments: reference, circulating, children's, reading room.
(3) Books: Comment on the collection as a whole. Suggestions regarding certain classes; expenditure on books.
(4) Income. Expenditure; is it adequate and well proportioned?
(5) Cost of maintenance in relation to patronage, population, plant, etc.
(6) Patronage, its quality and quantity.
(7) Service.
(8) Classification.
(9) Catalogue.
(10) Equipment.
(11) Whether the board is meeting its problem by making adequate provision for the needs of the community.
(12) The librarian and staff.

The Ontario Library Review

The new library periodical and book-list was issued for the first time in July, 1916. Through this publication your Public Libraries Branch will be able to assist 95 per cent. of the libraries to select better books than they have been placing on their shelves. It furnishes a good source for selection. It also serves as a means of communication between the Department and the libraries, and as an instructor to all holding official connection with our libraries. This work contains editorial notes and comment, papers by prominent librarians and trustees, announcements of institutes, training school, etc., notes and news of libraries, selected lists of books on special subjects, and the *Book-Selection Guide,* which gives a list of about one hundred books quarterly, giving author, title, publisher, date and price, and a descriptive, and sometimes critical, note on each book listed. A copy of this publication is mailed to each member of the Legislature, to every librarian and library trustee of the public libraries in Ontario, librarians of Provincial and educational institutions, and a few friends of the library cause. It would be hard to estimate how much this publication will mean to the libraries of Ontario. By reason of a copy going to every trustee as well as to every librarian, every person holding official connection with a public library is reached with this publication. A large number of letters have been received commending the Minister for granting authority for the publication of this new quarterly.

Short Course Library Training School

A first-class type of short course training school was organized and directed by your Inspector of Public Libraries, and was held from September 11th to October 12th in the Dovercourt branch of the Toronto Public Library. The accommodation and facilities for practice work were furnished through the courtesy of the Toronto Public Library Board and the Chief Librarian, Mr. George H. Locke. The course as arranged conserved all of the limited time for the first essentials that are difficult to learn without a teacher. Persons without experience or library positions were not encouraged to take the course, as such a course is not a short-cut

to a library position for those without experience in the work. No fee was charged, and all necessary books and supplies were furnished free by the Department. The railway fares to and from Toronto were paid to all students who took the full course. No educational test was required, but candidates from town and city libraries were advised that they should have at least four years' high school training and a liberal education gained through general reading.

Success and satisfaction attended the school. Thirty-one students attended, thirty of whom had had library experience. Special credit is due to Miss Winifred Barnstead of Toronto, chief instructor of the school, for the satisfactory and efficient manner in which she arranged and conducted her part of the work.

Certificates were issued to all who were successful in the examinations. Each certificate stated that the student had attended the short course training school and had passed the examinations and practical tests. Three grades were assigned, "A," "B," and "C." Six students attained grade A; seven, grade B; and thirteen, grade C; five did not qualify for certificates.

Details regarding the school, including the names of the instructors and students, were published in the *Ontario Library Review,* and, therefore, do not require to be repeated in this report.

District Library Institutes

The first Library Institute was held ten years ago, and for the last seven years the whole Province has been divided into fifteen institute districts for the purpose of holding local annual meetings. Railway fare and hotel bill have been paid for one delegate from each library, to attend his institute meeting. The meetings have been interesting and have met with more or less success. No doubt the institutes have been helpful to a certain number, but I am free to confess that I have felt somewhat disappointed to find that the results have not proved more beneficial to the average libraries, and to the smaller libraries as a whole. The institutes cost approximately $1,500 a year, and are held at considerable labour on the part of the Public Libraries Branch. I am inclined to believe that the average library fails to put into practice the ideas gained at the institutes. This is probably due to the fact that in at least two-thirds of the libraries amateur management prevails, and that the whole library board of a small library is not influenced sufficiently by the one delegate who attends the institute.

The institutes held in 1916 were of a somewhat different type from those held formerly. Book-selection was the subject of instruction for the whole afternoon at fourteen of the meetings; the fifteenth was the Toronto district, where such instruction was not required. From all appearances, dealing with the one fundamental subject and dwelling upon it was the proper method of conducting an afternoon session. The results of the 1916 institutes can be tested as the invoices of books purchased by libraries reach this office with the annual reports. Some of the meetings were held late in the fall, and the libraries had little time to use the ideas gained in book-selection. Eight of the institutes were held in the summer. Some improvement might have been expected in their work. After examining a large number of invoices from various libraries I was surprised at not finding more improvement over the previous year. A certain improvement was shown by several libraries which might be attributed to the *Ontario Library Review.* I may mention that there were a large number of very small libraries who bought either no books or an inadequate supply in the year 1915, but carried over large cash balances to

1916. It was pointed out to them that their patrons were entitled to the books and that they were reducing their incomes by reason of their failure to expend more on books, which expenditure would bring them larger Legislative grants. The reports that have been received during 1917 show that, for eight out of ten of these libraries, the advice fell on deaf ears. I believe that institutes can do a great work, but we must throw greater weight into them by emphasizing essentials and supplementing the institute work through our bulletin, and through letters commenting on the work of each library, copies of the latter to be sent to each library trustee concerning the work of his own library. There are several of the prominent library workers in the Province deserving of commendation for addresses given to assist the Department in the 1916 institutes.

Regulations are required to govern District Library Institutes; recommendations will be submitted by your Inspector regarding this matter.

Travelling Libraries

The number of Travelling Libraries sent out in 1916 shows an increase of fifty per cent. over 1915, and still the circulation of these books should be much greater than it is at present. The whole collection of books requires to be classified, some withdrawals made, and all classes require to be made more representative. There is a large field for extending the usefulness of the Travelling Libraries in sparsely settled communities and other places where public libraries cannot be maintained. In 1916 nearly 2,000 new volumes were added to the collection. A larger number than that should be added each year for the next five or six years at the least to bring the collection to the strength and quality that should be worthy of such a library. The great need for this phase of our work is more room. The collection is crowded in a vault and three or four thousand books are packed in cases. More room is required so that the books can be assembled in book-stacks. The work of book-selection for Travelling Libraries will require considerable time, as every sub-section of the entire collection requires to be criticized in relation to what it *should* be. I hope that the day is not far distant when, through this, and the book-selection division, the Public Libraries Branch can furnish reading-lists to any residents of the Province who wish such information concerning books.

Mr. W. E. Smith deserves credit for the promptness with which he has filled all applications for Travelling Libraries. There have been no delays. His judgment in the selection of Travelling Library collections has been most commendable considering the collection from which the books were selected.

More room, a large number of better books, and new regulations are the desiderata in this division of our work.

Regulations are required to govern the management of the Travelling Library system, and may I suggest that a small charge be made for cases lent to Study Clubs or to any persons or organizations that do not propose to lend the books to all in their communities who wish to borrow.

Departmental Instructor and Demonstrator in Classifying and Cataloguing, Loan Systems, etc.

Miss Patricia Spereman visited eleven public libraries in the year 1916: Aylmer, Beachville, Exeter, Hanover, Mitchell, New Hamburg, Parkhill, Ridgetown, Wallaceburg, Seaforth, Zephyr. The shortest time given to one library was one week; the longest time, two months.

In May, the list of applicants for Miss Spereman's services was revised. Every library on the list was asked if it was prepared to purchase the materials for classifying and cataloguing before December 31st, 1916, and also if it would agree to have its librarian take the instruction and complete the work throughout the library according to the methods demonstrated. There were about thirty libraries represented on the list, and only five of them notified the office that they would be ready for Miss Spereman during 1916; the remainder of the libraries would not agree to prepare for her services at any particular time, and, therefore, were taken off the list.

No libraries are being listed for Miss Spereman's services until they agree to purchase supplies, take the instruction and continue the work. An attempt will be made to induce certain libraries to accept help in introducing the Decimal System of classifying and the modern method of cataloguing, and an approved loan system; efforts in this direction will be confined to the libraries where the need is greatest. In dealing with applications, libraries supported by public taxation should have first claim.

Progress of Free Public Libraries

In ten years the expenditure of free public libraries increased from $151,504 to $521,125, and the circulation of books from 1,807,122 to 4,436,995; the figures are for 1905 and 1915. The free libraries had $648,734 available for expenditure. They carried over cash balances to the total of $127,609. These figures speak for themselves.

Association Libraries

Unfortunately only a few of the association libraries have progressed during the last few years; on the whole they have not only been unprogressive, but they have lost ground. In 1906 we had 233 association libraries. We have 229 now. The expenditure of these institutions has dropped more than $14,000 in this time. The expenditure for 1906 was $47,152; for 1915 it was $32,790. The decline in these libraries is due to inefficient management, and chiefly to the habit of holding funds that should be expended on books. In 1915 the association libraries expended $32,790, and carried over cash balances amounting to $10,000; had the $10,000 been expended on books, $5,000 more would have been earned in Government grants for 1916. The law of diminishing returns has been at work. In 1906 these libraries had $55,000 to expend. Their failure to make use of all of their funds reduced their incomes for the following year, and they have suffered through the same kind of failure every year since that time. The year 1906 is chosen for convenience; the decline in these libraries began before that date.

These libraries, as a whole, have very little excuse for complaining of lack of funds when they do not expend more than seventy per cent. of their incomes. The disappointing feature of the library institutes, which were organized chiefly for the benefit of the smaller libraries, is that the association libraries have declined in spite of the help given by the institutes. Notwithstanding the work of the institutes and other means of assistance, these small libraries have been declining slowly but surely, although they have had the funds for gaining better results.

For several years the chief library workers of the Province have been desirous of working out a plan for securing free library service for small communities and rural districts. So far, a satisfactory solution has not been devised. Whatever unit may be decided upon for taxation for library purposes—the township, the

county, the school section, or something else, I doubt if efficient libraries will be realized if each police village, village, or unincorporated settlement is to act as a complete unit within itself. When small libraries are not in a position to employ a qualified librarian, there should be some sort of official connection with some library, institution or Governmental department that employs a qualified librarian. Regulations could be passed by the Department that would ensure better book-selection, and they could be made of such a nature that each association library would be required to buy books at the proper time, and within reasonable distance of their purchasing powers, but such regulations would smack too much of paternalism and would entail too much labour on the part of the Department.

The workers in the association libraries are nearly all volunteers, and there is a continual change in the personnel of small library boards. Therefore, it is most difficult to induce progress through educational and persuasive means. Your Public Libraries Branch proposes to make strenuous efforts to strengthen the standing of the association libraries. If they gain better reputations they will be more likely to convince their communities of the value of a library and thus pave the way for passing free library by-laws. A poorly managed association library is liable to poison the mind of the people of its district so that they will not feel disposed to favour a free library by-law.

At the present time association libraries receive grants from the Department on the same basis as free libraries. In unorganized settlements this is very necessary to ensure the lives of their small libraries, but in police villages, villages and towns, the association library with its privileges limited to those who pay a membership fee should not receive the same consideration as libraries that are free to all. A free public library is well within the reach of villages and towns, and the time has arrived when the Department might well take steps to bring about a change which will tend to convert village and town association libraries into free libraries. The amount realized by association libraries through membership fees is so slight that, in abolishing the fees, the loss would be so small, that very little financial assistance or taxation should be required from a police village, village or town to make an association library free to the people of its constituency. In unorganized settlements, the township extends over so much territory that it would be found difficult for people in a particular spot in a township to arrange for the passing of a by-law to give that particular spot alone free library service. A township scheme should provide for service for the whole township; in order to do this, four or five library stations would be required to serve the people of an average township; the difficulty of organizing an efficient system of this kind and of passing the necessary by-law is apparent; therefore the association library will be required for unorganized settlements for some time to come. During the year 1917, a further study of association libraries will be made with a view toward making recommendations for new legislation and regulations.

May I state once again that about fifteen per cent. of the association libraries are to be highly commended, but the unsatisfactory ones are overwhelmingly in the majority.

Carnegie Grants and Pledges

There are about ninety public library buildings in the Province of Ontario that were built through gifts from the Carnegie Corporation. On the whole, the municipalities that have received Carnegie buildings have done wonderfully well, and are doing commendable work, and have spent more than the amount of their

pledges. When application is made to the Carnegie Corporation for a grant of money for a library, a municipal council is asked to enter into an agreement to expend annually an amount of money for library purposes amounting to not less than ten per cent. of the Carnegie gift. This is not an unreasonable request. Ten per cent. is the minimum amount for which a Carnegie library can be maintained properly. Our best libraries expend annually for maintenance, from fifteen to twenty per cent. of the value of their buildings.

The Carnegie Corporation registered a complaint with the Department that about twelve of the ninety libraries had failed to expend the ten per cent. annually. The complaint also stated that a few libraries had failed to report on their expenditures when requested to do so. The Public Libraries Act permits a maximum rate of taxation for public library service, but requires no particular minimum rate. The Department gives liberal grants to the libraries, and renders very valuable services, and so long as a library board gets its constituency value for monies expended, it would appear to be an undue interference with local rights to attempt to enforce a mandatory minimum expenditure.

While the Department recognized that a pledge or contract made with any donor is a matter that rests entirely with the two parties to the contract, the Inspector of Public Libraries acted upon instructions and used persuasive means to encourage the few libraries referred to, first, toward keeping faith with the Corporation, and secondly, toward expending ten per cent. of the value of their buildings for the reason that, in maintaining a building at less than ten per cent. of its value, the two matters of the most vital concern (books and librarian's salary) would be the first to feel the effect of an inadequate expenditure. I am pleased to report that nearly two-thirds of the libraries complained of lived up to the pledge in the year 1916, notwithstanding the numerous enforced demands that are upon the people on account of the gigantic struggle in which our country is engaged.

Book-Selection by Public Libraries

Our best public libraries deserve commendation for their excellent work in book-selection. The average public library in the Province has not attended to this funadmental phase of its work in a methodical manner, and the collections of books in the majority of the libraries are not as representative as they should be. The *Book-Selection Guide* section of the *Ontario Library Review* will be a help in solving the problem of better book-selection. The libraries that do not employ qualified librarians are not in a position to do the best work in book-selection, and only a few of the libraries possess the various guides to selection. In compiling the *Book-Selection Guide*, a survey is made of current publications; the best are listed and described; the recommended list is made from the point of view of libraries expending about $500 a year for books.

With a few notable exceptions, the libraries are not in a good position to select the best books from the books of all time, the average library not being justified in maintaining a bibliographical library. We hope that your Public Libraries Branch will be so equipped in the near future that it can advise libraries in the purchase of books other than those of current publication, and in special classes of books in which libraries may desire recommendations.

The Public Libraries Act permits grants up to fifty per cent. of the amount expended on books (conditionally) to a maximum purchase of $400 in a year. The only condition laid down is that fiction must not be purchased beyond a

certain percentage of the amount expended upon other books. The Department has never deducted anything from its grant for inferior selection. The Legislative grant amounts to one-half of the expenditure made by those public libraries that do not exceed $400 in expenditure on books, and it seems to your Inspector that the Department would be justified in securing a regulation that would permit the Department to reduce its percentage in computing the grant for any library whose book-selection is below a reasonable standard. Such a regulation would have the tendency to improve the selection by the libraries as a whole. With the absence of regulations regarding the purchase of books (of which the Department is expected to pay one-half the cost) the best judgment will not be used by a large number of libraries. I am certain that a rule could be passed that would not be considered a hardship by any reasonable library board, and the results would be in the best interests of the supporters of the libraries and of the Department of Education.

Adequate Library Expenditure

The problem of providing adequate library service for a community should be the first consideration with a library board. There appears to be no problem so little understood by trustees, and it is doubtful if one board in fifty has ever tried to determine what must be expended for books, librarian's services, etc., and what accommodation is required to serve a given population. Neglect to make inquiry on what should be a most obvious question is not confined to library boards alone. Whether or not a library board feels disposed to make an adequate expenditure to meet its problem, it should know precisely what expenditure is required to meet the problem of serving a certain population according to modern library ideas. There are boards in the Province trying to serve a population on not more than fifty per cent. of what is required, and they wonder why they are not successful. There are a number of boards expending less than a normal amount annually for books considering the circulation. They wonder why their collections of books are becoming shabby and why the libraries are not increasing in popularity. There are a few isolated cases where the total expenditure of the library is abnormally large compared with the patronage of the library, and several where the patronage is small compared with the population.

Library boards require reports on the expenditure of their libraries in relation to their problems. Your Inspector feels constrained to devote as much time as possible in informing library boards regarding these important matters. In several instances during 1916 library boards have arranged to comply with the necessary conditions to meet their problems after being informed regarding the matter. In nearly every case it was only necessary to point out the desirable conditions, and the boards expressed satisfaction on being informed regarding the requirements to meet given cases. I trust that before long we will be able to publish in the *Ontario Library Review* a carefully considered paper on proportionate expenditure and necessary conditions to gain certain results.

Professional Training

More than two-thirds of the success of a library depends upon the librarian; therefore, professional training and regulations to ensure the appointment of the right type of librarians are essential for the best success of the libraries of the Province. When the modern ideas of the functions of libraries loomed up before the chief librarians of the English-speaking world, methods and means

were wanting. There was discovered a great need of study, of equipment, of inventive ingenuity, of individual and collective experience, of practical and philosophical attainments that had never been dreamed of before. These discoveries gave form to a conception of library science, of a department of study that is entitled to scientific rank by reason of the importance of its results, the precision of its methods, and the range of its details. The development of library science is quite marked. Librarians need no longer labour with crude methods. They are the inheritors of the accumulated experience, ideas, and methods that have been put into operation through individual and co-operative effort.

A short course library training school of one month is of some value, and of considerable value to those who have had experience in the use of modern methods, but efficiency on the part of librarians generally cannot be expected until a longer and more thorough course is established. A standard library school course covers one, and sometimes two academic years of about eight months each. No adequate course has been established as yet in Canada, and the need for something better than a one-month course is apparent. By reason of a longer course being approved in principle, a sum has been voted in the supplementary estimates to augment the sum already in the estimates for library school purposes. I trust that permission will be granted to organize a longer course.

I recommend for your consideration a plan of establishing a three months' course, the instruction to be confined entirely to the phases of librarianship that are difficult to master without a teacher. I believe that such a course, supplemented with hints for private study and practice, would further tend to raise the standard of librarianship in the Province, and would be highly appreciated by library boards and librarians. I recommend that a short course, similar to the one held in 1916, form the first part of the three months' course, in order to provide a one month's course for those who may desire it or cannot spend a greater length of time in Toronto. The candidates who wish a three months' course will remain for the second and third months, which time will be devoted to an elaboration, extension and more intensive study of the subjects and practice dealt with in the first month or shorter course.

A few of the librarians of the principal libraries of the Province have already expressed a desire to see such a school established. I recommend that the school be directed by the Department. The services of several specialists in the Province will be available for lectures and instruction. I have been assured by Mr. George H. Locke, Chief Librarian of the Toronto Public Library, that the Toronto Public Library Board and Chief Librarian will furnish ample facilities for practice work. Mr. Locke has been the first to suggest to a library board that a by-law or regulation be passed, making professional training compulsory on the part of appointees or candidates for positions. The following is a quotation from his annual report as presented to the Toronto Public Library Board for the year 1916:—

"One of the significant events of the year was the establishment of a Provincial Library Training School for those who were in service in the Province but who had not been trained for that service. This was planned by Mr. W. O. Carson, the lately appointed Inspector of Public Libraries for the Province, and we helped him by granting the use of the lecture-room of the Dovercourt Branch for the sessions of the School and our Branches for practice work. It was a great success from every standpoint and will develop no doubt into an established Library School with a longer term. If this were done I would recommend that

our Board co-operate with the Provincial Government so that candidates for positions in our Libraries would be accepted only after they had passed the examinations of this Provincial School as well as our own examination."

Other libraries will be likely to follow Toronto's lead by passing a similar regulation.

Qualifications and Certificates for Librarians

The time has come when librarians of our free libraries should possess qualifications and certificates. The usefulness of public libraries is determined to a greater extent by the personal and professional qualification of the librarian than by any other factor. A first-class library can not be realized without a first-class librarian.

People who are taxed for public library service should have reasonable assurance that they will receive a satisfactory kind of service, that the librarian and assistants will have qualifications in keeping with the class of library the people are taxed to maintain.

With an inefficient librarian, expenditures for public library purposes are, to a great extent, a waste.

Public library boards require the kind of assistance and guidance that certification of librarians would give. Every fair-minded library trustee would welcome a regulation that would limit the appointment of librarians and assistants to the right type of persons. A regulation for demanding certificates for librarians would raise the standard of efficiency of the libraries and increase their value as an educational force. It would give librarianship a higher professional standing, and tend to give the public library a higher place in public recognition.

The regulations that I would recommend to govern for the next few years would be of such a nature that no reasonable trustee or librarian could object to them. Present conditions would be considered and the regulations would be directed to bring about a higher standard of librarianship in a gradual and reasonable manner. Librarians at present engaged in the work would be given a reasonable length of time to qualify. Various standards of qualification would be adopted to provide a standard for libraries as classified according to the populations of municipalities where free libraries may be maintained. The educational and professional requirements for librarians of the smaller libraries would be nominal, and higher requirements would be demanded for larger libraries.

A certain proportion of the assistants in larger libraries should have certain professional qualifications. A qualified librarian should have an efficient staff. An inefficient staff means unsatisfactory service and waste. Large libraries can not afford to pay a staff all of whom are trained assistants; they require a certain number of assistants who are entitled to the rank of clerks. A certain proportion of the members of a staff should be qualified; the regulations should provide for this.

I have recommended a longer course library training school and provision for holding examinations and practical tests in librarianship. In the event of these recommendations being granted, and with the short course school, the Department will be in a position to provide the necessary means for librarians and assistants to obtain training to conform with any regulations that are likely to be passed for a while, also the opportunity of examination for other librarians and assistants, who have received training or attained professional knowledge through experience and study.

Grants for Special Libraries and Library Associations

Ontario Library Association.—A grant of $400 was paid to this association. The Ontario Library Association held a meeting in April, 1916, which proved both interesting and profitable to a large number of our libraries. Several of the members assisted your Public Libraries Branch with District Library Institute work, and rendered service in many ways to the library cause in the Province. Through this association, the library workers of Ontario have become acquainted with one another, and through it many have received their inspiration and their vision of the possibilities of public libraries. Every library in the Province should be identified with this organization.

Canadian Free Library for the Blind.—A grant of $500 was paid to this library. The librarian, Mr. Sherman C. Swift, reports progress for the year 1916. Five thousand nine hundred and ninety-eight books and pieces of music were on the shelves, and 9,440 volumes were circulated throughout the Dominion and Newfoundland. The gain in circulation was 180 volumes. Four hundred and seventy-seven borrowers were on the register—a gain of 51. A grant of $600 was received from the Toronto Public Library Board. The report tells of several activities pertaining to the welfare of the blind of Canada, which work was done partly by the library and partly through appeals made by the library.

The Reading Camp Association.—A grant of $2,000 was paid to this association. Mr. Alfred Fitzpatrick, B.A., superintendent, submitted a report of progress, in which he thanks the Department for the assistance given the association. The report shows that about forty camp schools were held, and literature was supplied to these and to dozens of other camps.

The instructors keep the men in camp well informed in regard to the principles involved in the great struggle in Europe, and they keep them abreast with the news of the war by means of bulletins, maps, etc. A large number of the men in the camps have enlisted since the war began, and the camp instructors have assisted in recruiting; one instructor reported that eighteen men in his camp had enlisted. The work of the association was extended overseas among Canadian lumbermen. Thirty-eight former instructors have responded to the Empire's call, two of whom, Thos. Garratt and P. F. Chidley, have made the supreme sacrifice; two others are prisoners in Germany. The war has caused a loss in income for the association, but Mr. Fitzpatrick expresses gratitude for the good subscriptions received which, he says, are handsome considering the extraordinary times in which we are living.

I present herewith a statement of the statistics of the Public Libraries of the Province and a statement of the grants paid to Historical, Literary and Scientfic Institutions.

I have the honour to be, Sir,

Your obedient servant,

W. O. Carson.

Inspector of Public Libraries.

Toronto, March, 1917.

FREE PUBLIC LIBRARIES

Statistics, 1915

No.	Library.	Population	Total Expenditure	Volumes in Library	Circulation	Legislative Grant paid in 1916
			$ c.			$ c.
1	Acton	1,803	395 60	3,475	6,866	98 26
2	Ailsa Craig	586	88 56	2,898	3,434	28 59
3	Amherstburg R.	2,356	1,955 53	4,502	16,836	70 94
4	Arnprior	4,300	246 54	3,382	3,762	89 87
5	Arthur R.	1,100	297 17	3,425	2,751	98 52
6	Aurora	2,600	481 75	3,937	6,671	60 28
7	Aylmer R.	2,300	852 01	7,866	13,932	227 77
8	Ayr R.	910	601 89	3,689	7,632	118 10
9	Barrie R.	7,008	1,605 72	7,193	32,157	177 72
10	Beamsville R.	1,100	495 47	4,822	3,609	76 78
11	Beeton	700	147 13	2,274	1,860	35 13
12	Belleville R.	12,620	2,392 30	8,468	31,062	260 00
13	Bothwell	650	188 23	2,797	3,400	42 91
14	Bracebridge R.	2,938	948 46	5,064	12,946	142 64
15	Brampton R.	4,060	1,314 43	7,199	28,502	260 00
16	Brantford R.	26,300	7,246 73	28,701	85,603	260 00
17	Brighton R.	1,919	271 01	3,859	4,522	49 80
18	Brockville R.	9,428	1,673 53	13,955	15,076	185 57
19	Brussels R.	840	480 04	4,325	5,856	68 85
20	Burk's Falls R.	1,050	321 61	3,137	4,591	66 22
21	Campbellford R.	3,100	941 55	3,262	15,471	90 15
22	Cardinal R.	1,200	231 48	2,656	4,495	36 12
23	Carleton Place R.	3,876	462 69	6,416	12,446	98 14
24	Chatham R.	12,863	3,215 29	9,478	39,950	260 00
25	Chesley R.	2,000	411 05	3,475	4,551	96 00
26	Clifford	1,000	170 70	4,640	3,935	36 37
27	Clinton R.	2,300	856 80	7,735	19,473	207 74
28	Collingwood R.	6,361	2,504 09	8,470	17,065	260 00
29	Cornwall R.	6,492	939 06	4,914	10,977	136 89
30	Delhi R.	900	183 74	2,113	2,449	51 88
31	Deseronto R.	2,221	391 24	6,597	8,062	69 84
32	Drayton R.	700	297 05	3,737	5,120	90 57
33	Dresden R.	1,500	448 71	1,584	6,229	23 75
34	Dundas R.	4,652	1,648 92	8,368	33,061	169 11
35	Durham R.	1,580	597 56	3,685	8,414	72 96
36	Elmira R.	2,300	* 3,220 30	4,241	6,690	225 48
37	Elora R.	1,220	723 01	8,052	7,152	129 59
38	Erin	526	150 94	2,819	4,396	53 75
39	Essex R.	1,385	721 35	3,307	6,299	93 08
40	Exeter R.	1,608	772 39	4,869	11,094	49 88
41	Fergus R.	1,700	1,103 88	5,968	10,080	150 86
42	Forest R.	1,495	625 12	4,100	11,597	79 10
43	Fort Frances R.	3,000	1,335 26	2,133	10,066	217 42
44	Fort William R.	20,853	*16,265 38	7,632	89,557	260 00
45	Galt R.	12,000	3,844 49	9,099	46,720	260 00
46	Gananoque R.	3,684	972 97	5,145	17,228	241 07
47	Garden Island	80	31 70	5,220	.....	.....
48	Georgtown R.	2,000	828 77	3,473	9,424	137 25
49	Glencoe	950	136 27	2,857	2,318	15 00
50	Goderich R.	4,676	1,160 48	5,553	19,672	155 70
51	Grand Valley R.	761	407 46	3,349	4,366	71 81
52	Gravenhurst	2,200	80 28	2,731	1,398	18 92
53	Grimsby R.	2,000	1,462 48	3,869	17,796	95 17
54	Guelph R.	16,735	4,584 43	17,404	68,000	260 00
55	Hagersville R.	1,200	267 10	2,352	1,255	77 77
56	Hamilton R.	100,461	*99,766 70	54,306	363,012	260 00
57	Hanover R.	3,218	663 76	2,672	10,329	159 24
58	Harriston R.	1,490	324 02	3,319	10,750	131 92
59	Hensall R.	800	349 77	1,643	6,937	90 54

FREE PUBLIC LIBRARIES—Continued

Statistics, 1915

No.	Library		Population	Total Expenditure	Volumes in Library	Circulation	Legislative Grant paid in 1916
				$ c.			$ c.
60	Hespeler	R.	2,740	458 43	4,629	8,221	77 20
61	Ingersoll	R.	5,200	1,329 00	5,708	17,780	195 07
62	Kemptville	R.	1,160	458 89	3,674	9,140	100 89
63	Kenora	R.	5,000	1,545 38	4,850	12,362	137 78
64	Kincardine	R.	2,368	624 02	4,402	7,686	94 44
65	Kingsville	R.	1,742	484 94	2,942	11,362	62 46
66	Kintore	R.	.....	141 19	1,623	1,172	63 24
67	Kitchener	R.	19,266	*15,833 05	14,860	43,695	260 00
68	Lakefield	R.	1,337	188 93	2,056	3,648	92 42
69	Lanark		696	184 56	1,987	4,648	47 79
70	Lancaster		700	174 53	4,821	1,700	37 61
71	Leamington	R.	3,300	1,111 27	4,252	23,634	176 36
72	Lindsay	R.	7,672	2,077 09	6,595	22,640	260 00
73	Listowel	R.	2,600	552 11	4,449	9,220	67 92
74	Little Britain	R.	300	341 45	2,737	1,169	20 00
75	London	R.	58,055	15,030 10	39,277	206,981	260 00
76	London (Branch)	R.	.....	*2,108 91	2,106	297	203 47
77	Lucknow	R.	1,000	424 91	3,187	5,454	163 05
78	Markdale	R.	1,000	358 95	3,395	4,823	104 87
79	Merrickville		1,000	160 15	3,567	2,398	15 00
80	Merritton		2,165	134 83	2,525	7,008	18 71
81	Midland	R.	6,375	1,646 12	6,564	35,300	79 44
82	Millbrook	R.	830	348 40	2,971	7,723	103 72
83	Milverton	R.	895	294 36	2,508	2,921	49 97
84	Mimico	R.	1,900	1,440 26	1,818	10,294	211 30
85	Mitchell	R.	1,706	1,146 27	5,647	7,687	70 46
86	Mount Forest	R.	2,000	783 71	4,248	17,262	83 75
87	New Hamburg		1,612	141 04	4,040	9,033	45 40
88	New Liskeard	R.	2,400	1,329 82	3,474	9,715	171 65
89	Newmarket	R.	3,604	622 00	4,576	11,719	107 58
90	Niagara Falls	R.	12,000	3,285 02	12,767	47,153	250 00
91	North Bay	R.	9,855	2,938 31	4,553	26,843	260 00
92	Oakwood		270	110 35	2,032	1,001	20 83
93	Orangeville	R	2,468	1,280 67	6,454	15,844	244 18
94	Orillia	R.	7,400	1,844 62	5,847	25,461	240 18
95	Oshawa	R.	8,900	1,441 53	4,415	21,480	207 17
96	Ottawa	R.	100,163	25,889 27	51,929	244,792	260 00
97	Ottawa (Branch)	R.	.....	.....	2,348	12,825	139 43
98	Otterville		500	128 34	1,783	2,952	54 62
99	Owen Sound	R.	12,256	2,662 95	6,411	35,833	260 00
100	Paisley	R.	775	358 36	5,644	7,936	89 43
101	Palmerston	R.	2,000	828 54	2,875	7,407	51 09
102	Paris	R.	4,383	1,270 70	10,589	15,603	156 52
103	Parkhill	R.	1,500	180 83	3,004	2,250	39 37
104	Parry Sound		4,000	431 78	3,235	7,765	45 00
105	Pembroke	R.	7,721	1,792 33	3,757	17,851	260 00
106	Penetanguishene	R.	4,000	1,044 65	6,164	12,350	173 76
107	Perth	R.	3,650	951 73	4,070	15,890	64 99
108	Peterborough	R.	20,426	5,167 71	13,293	56,091	260 00
109	Picton	R.	3,500	1,655 28	6,708	20,840	260 00
110	Port Arthur	R.	14,307	6,769 36	12,354	77,711	260 00
111	Port Carling	R.	327	184 28	2,398	2,149	53 11
112	Port Colborne		No Report				
113	Port Elgin	R.	1,500	691 74	4,682	9,670	71 62
114	Port Hope	R.	4,700	1,380 80	6,700	17,160	255 38
115	Prescott	R.	2,919	465 72	6,344	10,322	72 01
116	Preston	R.	4,600	1,178 12	8,726	18,080	147 36
117	Renfrew	R.	4,278	739 03	2,849	9,048	117 70
118	Richmond Hill	R.	930	282 04	4,331	6,772	74 04

FREE PUBLIC LIBRARIES—Concluded

Statistics, 1915

No.	Library	Population	Total Expenditure	Volumes in Library	Circulation	Legislative Grant paid in 1916
			$ c.			$ c.
119	Ridgeway .....R.	700	140 97	2,369	2,057	29 82
120	St. Catharines .....R.	17,880	3,830 08	8,444	36,549	217 80
121	St. Mary's .....R.	4,000	1,099 89	8,428	21,691	172 38
122	St. Thomas .....R.	17,027	3,391 18	14,784	67,922	260 00
123	Sarnia .....R.	11,548	3,229 23	9,559	44,027	260 00
124	Sault Ste. Marie .....R.	15,000	1,978 43	5,080	32,794	219 78
125	Seaforth .....R.	1,925	711 09	6,570	15,087	126 22
126	Shelburne .....R.	1,100	596 77	3,966	6,786	72 66
127	Simcoe .....R.	4,127	1,459 88	8,828	19,600	260 00
128	Smith's Falls .....R.	6,138	1,550 15	6,173	22,562	205 46
129	Stayner	1,009	88 55	2,248	3,468	19 86
130	Stirling .....R.	850	783 27	1,758	4,037	74 54
131	Stouffville .....R.	1,060	359 33	5,524	10,096	106 87
132	Stratford .....R.	17,081	2,501 03	14,061	55,183	260 00
133	Streetsville .....R.	600	216 78	2,819	6,022	85 94
134	Sundridge .....R.	420	66 57	850	1,110	22 24
135	Sutton West .....R.	800	190 81	1,520	6,118	84 30
136	Tara .....R.	565	237 53	1,672	4,203	36 57
137	Thorold .....R.	4,710	1,090 64	6,176	7,266	86 21
138	Tillsonburg .....R.	3,000	2,353 49	4,041	15,916	197 60
139	Toronto, Church St. ...R.	470,144	17,389 60	57,819	98,647	260 00
140	" The Beaches ....R.	.....	9,834 91	5,076	61,278	228 79
141	" College St. .....R.	.....	82,557 70	113,934	430,737	260 00
142	" Deer Park	.....	5,636 62	7,017	41,552	233 94
143	" Dovercourt .....R.	.....	16,149 23	11,613	177,789	260 00
144	" Earlscourt .....R.	.....	6,562 66	4,075	38,734	220 57
145	" Eastern	.....	5,786 85	2,411	17,727	211 89
146	" Queen & Lisgar.R.	.....	5,938 03	14,460	61,978	259 27
147	" Municipal	.....	3,134 69	996	7,492	90 92
148	" Northern .....R.	.....	5,353 80	5,244	25,295	213 30
149	" Riverdale .....R.	.....	10,183 01	14,058	152,237	260 00
150	" Western .....R.	.....	5,532 10	9,393	68,804	232 50
151	" Wychwood .....R.	.....	3,087 50	5,017	23,537	218 59
152	" Yorkville .....R.	.....	5,266 28	11,480	62,378	260 00
153	Trenton	No Report				
154	Uxbridge .....R.	1,800	498 92	6,577	10,155	70 34
155	Walkerton .....R.	2,950	1,022 22	4,132	8,792	119 28
156	Walkerville .....R.	5,001	2,933 45	8,488	32,687	260 00
157	Wallaceburg .....R.	4,107	1,556 63	7,114	13,634	254 77
158	Waterford	1,140	71 25	1,229	2,343	10 00
159	Waterloo .....R.	4,956	1,749 87	10,662	20,455	260 00
160	Watford .....R.	1,215	461 15	4,067	5,918	93 07
161	Weston .....R.	2,186	1,636 08	4,040	14,508	184 54
162	Whitby .....R.	2,845	1,254 92	3,274	11,050	107 42
163	Windsor .....R.	24,162	6,040 21	22,345	110,180	260 00
164	Wingham .....R.	2,500	903 95	5,731	11,188	259 98
165	Woodstock .....R.	10,084	2,988 10	11,038	59,122	260 00
166	Wroxeter	350	189 35	5,404	1,991	46 96
		.....	521,125 43	1,215,525	4,436,995	23,289 74

*Expenditure reported contains a substantial sum for extraordinary expenditure for Elmira, Fort William, Hamilton, Kitchener, London East Branch, and Toronto.

Libraries with Reading rooms are marked "R."

Population given is that furnished by the libraries, except where error was discovered.

ASSOCIATION PUBLIC LIBRARIES

Statistics, 1915

No.	Library	Population	Total Expenditure	Volumes in Library	Circulation	Legislative Grant paid in 1916
			$ c.			$ c.
1	Admaston	1,706	18 75	1,499	875	5 00
2	Alma	360	29 00	1,485	1,402	10 00
3	Almonte R.	2,700	159 43	4,175	3,990	41 01
4	Angus	No Report				
5	Alton	700	41 85	4,929	4,058	10 00
6	Arkona R.	425	116 04	2,625	1,300	26 87
7	Assiginack	850	.....	271	.....	10 00
8	Athens	768	125 03	1,400	1,271	40 91
9	Atwood	600	65 28	1,250	1,192	20 35
10	Auburn R.	250	4 41	1,533	1,646	43 92
11	Badjeros R.	.....	30 40	680	132	10 00
12	Bath R.	366	195 01	1,130	4,246	33 92
13	Bayfield	400	104 67	215	644	54 72
14	Bayham	.....	13 02	681	43	10 00
15	Baysville	141	50 41	745	1,073	17 12
16	Beachville	500	113 53	1,770	1,371	39 65
17	Beaverton R.	1,050	194 36	1,755	1,720	27 62
18	Beechwood	1,070	213 44	694	823	115 58
19	Belmont R.	400	100 36	1,454	2,020	39 73
20	Belwood	195	118 12	2,467	2,231	52 59
21	Blenheim R.	1,450	442 27	5,109	12,300	106 93
22	Bloomfield	800	60 55	1,513	1,225	10 00
23	Blyth	720	124 95	2,505	1,332	14 63
24	Bobcaygeon R.	953	220 33	3,157	2,808	74 07
25	Bolton	No Report				
26	Bowmanville R.	3,500	258 99	4,360	4,637	42 22
27	Bridgeburg	2,110	189 65	2,518	4,685	57 88
28	Brigden	No Report				
29	Brooklin	1,755	150 99	3,118	2,931	19 29
30	Brownsville	250	178 12	1,032	3,103	54 25
31	Brucefield	258	107 45	1,860	2,783	38 17
32	Burgessville	200	178 77	802	1,283	33 91
33	Burlington R.	2,200	333 41	3,989	2,398	51 97
34	Burnstown	80	14 40	901	421	5 00
35	Caledon	500	110 26	3,018	1,251	36 38
36	Cambray	186	106 50	1,971	1,813	40 75
37	Canfield	151	36 05	907	822	10 00
38	Cannington	975	95 83	2,498	3,004	26 89
39	Cargill	500	253 10	3,214	3,600	88 47
40	Cayuga	800	146 62	1,851	1,011	23 90
41	Chatsworth	370	55 02	3,187	5,462	10 00
42	Cheapside	90	67 11	2,238	907	24 94
43	Chesterville	No Report				
44	Clarksburg R.	600	248 05	1,298	1,091	58 25
45	Claremont	375	103 19	2,483	2,035	48 38
46	Claude	150	45 07	3,534	523	25 07
47	Cobourg R.	5,241	635 87	4,919	17,069	136 72
48	Colborne R.	1,000	72 95	2,108	860	18 00
49	Coldstream R.	100	168 61	1,908	2,390	72 24
50	Coldwater	320	71 07	1,977	4,038	14 67
51	Comber R.	600	205 46	3,018	4,742	57 28
52	Copleston	150	71 50	1,401	912	15 00
53	Delta	400	79 13	677	1,116	33 12
54	Depot Harbour	800	17 85	1,023	852	.....
55	Don	200	85 06	1,511	421	28 66
56	Dorchester	500	101 44	1,755	2,156	21 00
57	Drumbo	500	136 23	2,488	3,040	52 74
58	Duart	180	64 40	2,233	1,079	10 00
59	Dungannon	.....	95 46	2,366	1,726	25 60

ASSOCIATION PUBLIC LIBRARIES—Continued

Statistics, 1915

No.	Library	Population	Total Expenditure	Volumes in Library	Circulation	Legislative Grant paid in 1916
			$ c.			$ c.
60	Dunnville	3,300	458 51	4,195	12,397	142 50
61	Elmvale	.....	116 84	2,467	2,812	46 08
62	Elmwood	450	104 64	1,422	782	33 22
63	Embro R.	500	198 92	4,661	4,016	31 89
64	Emo	.....	93 59	165	.....	47 50
65	Emsdale	No Report				
66	Ennotville	780	152 43	4,132	1,554	62 30
67	Ethel	.....	34 60	1,657	4,392	10 00
68	Fenelon Falls R.	1,025	263 95	4,877	3,436	36 84
69	Flesherton R.	423	82 30	1,112	1,779	17 97
70	Fonthill R.	700	144 81	3,766	4,114	48 93
71	Fordwich	R eport				
72	Forester's Falls	.....	88 44	1,208	1,074	35 11
73	Fort Erie	1,472	221 62	3,815	7,038	34 26
74	Frankford R.	700	243 27	939	1,561	56 87
75	Fullarton R.	186	54 33	383	364	17 63
76	Glamis	.....	84 59	933	920	20 01
77	Glanworth	50	73 37	335	932	19 26
78	Glen Allan	200	33 12	1,304	.....	.....
79	Glen Morris R.	400	103 20	2,863	608	22 28
80	Gore Bay R.	700	147 00	1,502	2,682	15 00
81	Gore's Landing	212	32 18	1,529	995	5 00
82	Gorrie	No Report				
83	Grafton R.	400	116 32	905	1,520	47 98
84	Haileybury	No Report				
85	Haliburton	983	121 95	1,655	1,499	35 27
86	Harrietsville	.....	127 22	394	1,269	45 08
87	Harrington	200	151 07	1,761	1,149	47 01
88	Harrow R.	2,648	215 11	1,669	2,909	74 82
89	Hastings	825	44 32	1,220	2,949	10 00
90	Hawkesville	250	25 45	925	513	5 00
91	Hepworth	No Report				
92	Highland Creek	350	47 97	1,779	343	14 20
93	Hillsdale	400	73 68	1,724	1,382	22 00
94	Hillview	315	22 32	427	224	10 00
95	Holstein	300	77 58	2,081	2,498	18 11
96	Honeywood	100	27 00	737	687	10 00
97	Huntsville R.	2,500	280 04	4,100	6,144	67 82
88	Inwood	.....	138 27	1,518	1,043	53 90
99	Iroquois	800	109 30	1,747	3,000	22 12
100	Islington	1,768	141 70	2,710	2,929	53 36
101	Jarvis	520	114 76	3,570	1,469	23 82
102	Kars	200	64 70	1,575	729	13 58
103	Kemble	70	141 52	1,295	1,411	25 15
104	Kingston R.	22,000	2,398 16	7,455	30,650	260 00
105	Kinmount	450	81 49	2,078	3,042	16 65
106	Kirkfield	160	102 54	2,562	1,525	32 42
107	Kirkton	180	79 97	358	1,002	35 11
108	Komoka	300	105 17	1,233	800	31 39
109	Lake Charles	213	6 05	2,419	1,641	.....
110	Lefroy	.....	53 94	886	1,811	13 53
111	Linwood	450	35 00	811	586	10 00
112	Lucan	Reorganized in 1916				
113	Lyn R.	400	108 11	670	1,125	22 95
114	Madoc	1,100	106 72	3,011	2,002	16 90
115	Mandamin	200	149 21	947	1,562	64 69
116	Manilla	202	250 97	4,591	1,831	76 60
117	Manotick	No Repor				
118	Maple	250	25 00	800	.....	15 00
119	Marksville	300	31 50	960	762	5 00

ASSOCIATION PUBLIC LIBRARIES—Continued

Statistics, 1915

No.	Library	Population	Total Expenditure	Volumes in Library	Circulation	Legislative Grant paid in 1916
			$ c.			$ c.
120	Martintown ....R.	600	199 14	653	3,070	33 70
121	Meaford ....R.	3,000	746 44	4,332	8,573	88 80
122	Melbourne	350	110 50	1,252	1,324	24 48
123	Metcalfe	460	197 01	1,091	2,309	68 43
124	Mildmay	980	112 33	2,542	1,296	29 37
125	Millgrove	....	49 24	783	1,096	34 26
126	Milton ....R.	2,053	219 81	4,684	4,909	52 30
127	Minden	300	95 36	1,720	1,391	27 40
128	Monkton	350	34 86	1,416	727	10 00
129	Mono Centre	62	40 96	763	701	25 77
130	Mono Mills	....	31 88	831	560	15 00
131	Mono Road	....	10 10	....	....	5 00
132	Morrisburg ....R.	1,600	322 58	3,311	4,859	73 04
133	Morriston	....	38 25	1,387	912	10 72
134	Mount Albert ....R.	550	163 04	1,116	2,400	48 14
135	Mount Brydges	400	106 00	1,176	954	31 52
136	Nanticoke	130	25 00	2,202	1,138	10 00
137	Napanee ....R.	3,000	942 08	7,759	12,108	175 42
138	Napier	....	119 05	413	810	28 42
139	Newburg ....R.	486	127 94	2,226	759	46 25
140	Newbury	380	88 45	1,168	4,951	33 31
141	New Dundee ....R.	330	72 10	1,038	1,571	37 43
142	Newington ....R.	305	42 30	1,092	830	14 70
143	Niagara	1,642	332 78	7,267	8,100	109 54
144	Norland	276	116 00	1,037	1,674	11 89
145	North Cobalt	1,700	94 82	399	....	20 00
146	North Gower	400	120 56	2,226	2,634	19 48
147	Norwich ....R.	1,200	286 05	3,344	11,528	81 38
148	Norwood ....R.	826	129 96	2,518	2,046	29 40
149	Oakville ....R.	2,695	685 75	5,335	8,373	110 44
150	Odessa ....R.	700	118 15	1,401	3,375	39 45
151	Omemee ....R.	600	251 43	1,113	1,345	38 60
152	Orono	550	4 68	1,633	....	10 00
153	Pakenham	450	66 82	853	956	10 00
154	Parkhead	....	85 20	262	675	39 26
155	Pickering	470	116 89	1,819	2,259	38 11
156	Pinkerton	90	99 55	2,077	1,373	28 12
157	Plattsville ....R.	550	205 31	1,914	3,152	63 27
158	Plympton	....	121 69	1,046	1,686	40 55
159	Point Edward	900	113 72	3,913	2,299	20 67
160	Port Credit	1,400	188 25	2,565	3,364	48 58
161	Port Dover ....R.	1,150	189 54	1,636	4,982	55 81
162	Port Perry ....R.	1,200	386 21	2,161	3,145	142 28
163	Port Rowan ....R.	720	86 80	1,890	1,456	25 68
164	Port Stanley	840	180 52	1,962	2,360	41 36
165	Powassan	650	74 73	338	569	20 00
166	Princeton	Report returned to Library for correction				
167	Queensville	450	119 21	2,764	1,400	44 56
168	Rainy River	No Report				
169	Ridgetown ....R.	2,000	241 05	4,866	4,007	76 96
170	Ripley	650	58 05	2,488	2,296	15 00
171	Riversdale	400	110 10	1,609	1,640	20 00
172	Rodney	800	52 68	670	396	22 87
173	Romney	1,479	123 41	3,489	1,501	54 62
174	Runnymede ....R.	3,500	133 29	1,498	3,832	37 17
175	Russell ....R.	700	554 21	260	....	10 00
176	St. George	700	235 93	5,363	2,958	33 01
177	St. Helen's	480	85 33	2,197	1,562	35 64
178	Saltfleet	....	135 46	2,159	1,694	54 17
179	Scarboro'	430	163 09	4,688	1,750	78 19

ASSOCIATION PUBLIC LIBRARIES—Concluded

Statistics, 1915

No.	Library	Population	Total Expenditure	Volumes in Library	Circulation	Legislative Grant paid in 1916
			$ c.			$ c.
180	Schreiber .....R.	1,100	422 61	1,303	1,818	33 36
181	Scotland .....R.	400	174 19	1,811	1,335	46 70
182	Shedden	350	119 12	2,048	2,182	32 00
183	Shetland	250	133 95	546	501	61 22
184	Singhampton	100	28 89	302	334	10 00
185	Smithville	600	209 97	716	3,762	15 00
186	Solina	380	54 03	305	781	19 63
187	Southampton	1,680	155 43	5,662	5,540	28 13
188	South Mountain	400	27 80	1,053	842	.....
189	South River	No Report				
190	Speedside	300	79 94	1,512	832	31 29
191	Springfield	481	63 35	1,603	1,222	13 63
192	Stevensville	350	433 46	513	987	57 35
193	Strathcona	550	93 50	1,545	479	10 00
194	Strathroy	No Report				
195	Sudbury .....R.	7,000	684 90	1,451	3,491	50 69
196	Sydenham .....R.	700	166 02	1,649	2,765	63 12
197	Tavistock .....R.	1,030	280 13	5,076	7,416	73 50
198	Teeswater .....R.	913	507 59	4,331	5,205	99 14
199	Thamesford	Reorganized 1916				
200	Thamesville .....R.	900	208 28	3,217	2,170	25 00
201	Thedford	600	120 44	3,060	4,805	49 38
202	Thornbury	755	55 40	1,373	805	10 00
203	Thorndale	460	215 45	340	2,818	71 68
204	Tilbury	1,726	232 51	.....	.....	61 54
205	Tiverton	350	75 60	992	1,340	14 80
206	Tottenham	600	84 85	2,513	1,633	13 91
207	Trout Creek	504	5 00	1,140	178	.....
208	Tweed	1,365	209 94	1,935	5,912	38 56
209	Underwood	.....	127 45	2,469	2,185	57 49
210	Unionville	500	98 05	1,534	1,339	42 37
211	Vankleek Hill	1,800	50 00	1,705	1,200	10 00
212	Victoria .....R.	280	96 92	3,486	1,351	43 58
213	Victoria Mines	450	104 65	1,208	1,827	44 94
214	Victoria Road	701	79 04	331	440	27 53
215	Walton	200	71 51	1,220	642	27 61
216	Wardsville .....R.	250	144 28	1,982	2,632	36 10
217	Warkworth .....R.	600	110 00	1,447	673	11 52
218	Waterdown .....R.	No Report				
219	Welland .....R.	7,242	473 13	5,024	8,475	95 26
220	Wellesley	800	46 81	2,584	2,958	10 00
221	Westford	160	63 68	2,201	98	.....
222	West Lorne	651	69 00	1,176	1,019	15 45
223	White Lake	180	15 02	811	796	5 00
224	Wiarton .....R.	2,050	364 00	3,181	5,071	69 86
225	Williamstown	400	74 00	2,314	839	30 68
226	Winchester .....R.	1,044	209 86	1,578	4,754	43 32
227	Woodville .....R.	400	150 70	2,584	984	55 97
228	Worthington	600	68 45	159	.....	.....
229	Zephyr	180	108 99	1,365	889	40 37
	Total	.....	32,790 17	427,113	510,287	7,944 08

Libraries with Reading rooms are marked "R."

Population given is that furnished by the libraries, except where error was discovered.

NOTES FROM PUBLIC LIBRARIES REGISTER

Libraries Removed from the Register

Eight libraries were removed from the register in 1915, but were counted in the summary of active libraries in the report from the Inspector's office as published last year. The names of these libraries follow: Belfountain, Bradford, Callander, Copper Cliff, Elk Lake, Newboro, Richmond and Thamesford.

Ten libraries closed in 1915 or 1914, and were removed from the official register of active libraries in 1916. They were as follows: Apple Hill, Carp, Dalhousie, Dundalk, Dunvegan, Mallorytown, Matilda, Rockwood, Sunderland, and Woodbridge.

A few libraries became inactive in 1915, but according to the Public Libraries Act they cannot be removed from the register until 1917.

Libraries Reorganized

Two Association Public Libraries: Lucan and Thamesford filed reorganization papers in 1916.

GRANTS TO HISTORICAL, LITERARY AND SCIENTIFIC INSTITUTIONS

The following Historical, Literary and Scientific Institutions, etc., duly reported according to the requirements of the Act, and received the undermentioned grants during the fiscal year ended October 31st, 1916.

Name of Institution	Grant Paid
	$ c.
Brant Historical Society	100 00
Elgin Historical and Scientific Association	100 00
Essex Historical Society	100 00
Huron Institute	100 00
Kent Historical Society	100 00
Kingston Historical Society	100 00
L'Alliance Française, Ottawa (including $100 arrears)	400 00
Lennox and Addington Historical Society.	100 00
Lundy's Lane Historical Society	200 00
London and Middlesex Historical Society	100 00
Niagara Historical Society	200 00
Ontario Historical Society	800 00
Simcoe County Pioneer and Historical Society	100 00
Thunder Bay Historical Society, Fort William	100 00
Wentworth Historical Society	200 00
Women's Canadian Historical Society of Ottawa	200 00
Women's Canadian Historical Society of Toronto	100 00
Women's Wentworth Historical Society	300 00
Hamilton Scientific Association	400 00
Canadian Institute (including $750 arrears)	2,250 00
Club Litteraire Canadien Français, Ottawa	200 00
L'Institut Canadien Français d'Ottawa	200 00
Ottawa Field Naturalists' Club	200 00
Royal Astronomical Society, Toronto	600 00
Society of Chemical Industry	200 00
Ontario Library Association	400 00
Reading Camp Association	2,000 00
St. Patrick's Literary Association of Ottawa	200 00
Canadian Free Library for the Blind	500 00
Waterloo Historical Society	100 00
United Empire Loyalists	200 00
York Pioneers	200 00

W. O. Carson,
Inspector of Public Libraries.

APPENDIX G

STATISTICS OF PUBLIC, SEPARATE, CONTINUATION AND HIGH SCHOOLS

Summary

I. ELEMENTARY SCHOOLS

a. Public Schools

Number of Public Schools in 1915		6,063
Increase for the year	32	
Number of enrolled pupils of all ages in the Public Schools during the year (exclusive of Continuation, Kindergarten and Night School pupils)		437,593
Increase for the year	10,026	
Average daily attendance of pupils		291,127
Increase for the year	15,578	
Percentage of average attendance to total attendance		66.52
Increase for the year	2.08	
Number of persons employed as teachers (exclusive of Continuation, Kindergarten and Night School teachers) in the Public Schools: men, 1,584; women, 8,877; total		10,461
Increase for the year	259	
Number of teachers who attended Normal School		7,637
Increase for the year	607	
Number of teachers who attended Normal College or Faculty of Education		966
Increase for the year	163	
Number of teachers with a University degree		143
Increase for the year	35	
Average annual salary for male teachers		$902
Increase for the year	$27	
Average annual salary for female teachers		$613
Increase for the year	$9	
Average experience of male teachers		11.84 years
Average experience of female teachers		7.42 years
Amount expended for teachers' salaries		$7,110,164
Amount expended for Public School houses (sites and buildings)		$3,195,326
Amount expended for all other purposes		$2,778,139
Total amount expended on Public Schools		$13,083,629
Decrease for the year	$442,123	
Cost per pupil (enrolled attendance)		$29.89
Decrease for the year	$1.74	

b. Roman Catholic Separate Schools

Number of Roman Catholic Separate Schools in 1915..		537
Increase for the year.....	18	
Number of enrolled pupils of all ages.....		67,481
Increase for the year.....	1,210	
Average daily attendance of pupils		45,733
Increase for the year.....	1,945	
Percentage of average attendance to total attendance....		67.77
Increase for the year	1.70	
Number of teachers		1,389
Increase for the year	45	
Amount expended for teachers' salaries		$503,946
Amount expended for school houses (sites and buildings)		$366,625
Amount expended for all other purposes		$313,276
Total amount expended on R. C. Separate Schools		$1,183,847
Decrease for the year	$141,369	
Cost per pupil (enrolled attendance)		$17.54
Decrease for the year	$2.45	

c. Protestant Separate Schools

Number of Protestant Separate Schools (included with Public Schools, *a*) in 1915		5
Number of enrolled pupils		423
Decrease for the year	12	
Average daily attendance of pupils		290
Decrease for the year	6	

d. Kindergartens

Number of Kindergartens in 1915		228
Increase for the year	12	
* Number of pupils enrolled		18,730
Average daily attendance of pupils		10,628
Increase for the year	1,118	
Number of teachers engaged		396

e. Night Public Schools

Number of Night Schools in 1915-1916		30
Increase for the year	2	
Number of pupils enrolled		1,794
Decrease for the year	361	
Average daily attendance of pupils		675
Increase for the year	24	
Number of teachers engaged		63
Decrease for the year	4	

* See page 257.

II. SECONDARY SCHOOLS

a. High Schools and Collegiate Institutes

Number of High Schools (including 48 Collegiate Institutes) in 1915		160
Number of pupils enrolled in High Schools		38,426
Increase for the year	1,960	
Average daily attendance of pupils		24,825
Increase for the year	1,465	
*Number of teachers in High Schools		1,020
*Average annual salary, Principals		$1,813
Decrease for the year	$23	
*Average annual salary, Assistants		$1,359
Decrease for the year	$14	
*Average annual salary, all teachers		$1,430
Decrease for the year	$15	
*Highest salary paid		$3,500
Amount expended for teachers' salaries		$1,472,673
Amount expended for school houses (sites and buildings)		$448,989
Amount expended for all other purposes		$549,312
Total amount expended on High Schools		$2,470,974
Decrease for the year	$973,966	
Cost per pupil (enrolled attendance)		$64.30

b. Continuation Schools

Number of Continuation Schools, 1915		132
Increase for the year	1	
Number of pupils in attendance		6,800
Increase for the year	731	
Average daily attendance of pupils		4,274
Increase for the year	462	
*Number of teachers		238
Increase for the year	1	
*Average annual salary, Principals		$1,086
Decrease for the year	$13	
*Average annual salary, Assistants		$740
Decrease for the year	$5	
*Highest salary paid		$2,000
Amount expended on teachers' salaries		$219,660
Amount expended for school houses (sites and buildings)		$37,103
Amount expended for all other purposes		$54,031
Total amount expended on Continuation Schools		$310,794
Increase for the year	$16,669	
Cost per pupil (enrolled attendance)		$45.70
Decrease for the year	$2.76	

*These statistics are based on Returns to the Department, dated January, 1916.

c. Night High Schools

Number of Night Schools in 1915-1916		13
Number of pupils enrolled		2,354
Decrease for the year	20	
Average daily attendance of pupils		577
Decrease for the year	84	
Number of teachers engaged		90
Increase for the year	6	

III. GENERAL

Elementary and Secondary Schools

*Total population of the Province		2,625,800
Pupils enrolled in elementary and secondary schools, 1915		573,178
Increase for the year	6,722	
Average daily attendance		377,839
Increase for the year	20,508	
Percentage of total population enrolled		21
Total expenditure		$17,049,244
Average cost per head of total population in 1915		$6.45

Average cost per pupil (enrolled attendance) in all Schools

	1902	1907	1912	1914	1915
Sites and buildings	$0 97	$2 86	$5 90	$10 58	$7 06
Teachers' salaries	7 63	10 44	14 26	15 69	16 24
All other expenses	2 80	4 40	5 34	6 54	6 44
For all purposes	11 40	17 70	25 50	32 81	29 74

Average Cost per Pupil (average attendance) in all Schools

	1902	1907	1912	1914	1915
Sites and buildings	$1 70	$4 86	$9 63	$16 78	$10 71
Teachers' salaries	13 34	17 78	23 26	24 87	24 63
All other expenses	4 89	7 50	8 71	10 37	9 78
For all purposes	19 93	30 14	41 60	52 02	45 12

*Estimated

Comparative School Statistics, 1867-1915

I. PUBLIC AND SEPARATE SCHOOLS

These tables, 1, 2, 3, 4 and 5, for the purpose of comparison with previous years in which the Separate Schools were included with Public Schools, include Roman Catholic and Protestant Separate Schools. The tables A, B, C, D and E give the statistics of the Public Schools including Protestant Separate Schools; the statistics of the R. C. Separate Schools are given in Tables F and G; those of the Protestant Separate Schools appear in Table N; the Kindergartens in Table O; and the Night Schools in Table P.

1. School Population—Attendance

The school population of the Province (as ascertained by the assessors), and the school attendance, are given in the following table:

Year	School age	School population	Pupils enrolled under 5 years of age	Pupils enrolled 5 to 21	Pupils enrolled over 21	Total number of enrolled pupils	Boys	Girls	Average daily attendance	Percentage of average attendance to total number attending school
1867..	5—16	447,726	.....	a380,511	b21,132	401,643	213,019	188,624	163,974	40.82
1872..	5—16	495,756	.....	a433,664	b20,998	454,662	238,848	215,814	188,701	41.50
1877..	5—16	494,804	1,430	488,553	877	490,860	261,070	229,790	217,184	44.25
1882..	5—16	483,817	1,352	469,751	409	471,512	246,966	224,546	214,176	45.42
1887..	5—21	611,212	1,569	491,242	401	493,212	259,083	234,129	245,152	49.71
1892..	5—21	595,238	1,636	483,643	391	485,670	253,091	232,579	253,830	52.26
1897..	5—21	590,055	1,385	481,120	272	482,777	251,677	231,100	273,544	56.66
1902..	5—21	584,512	1,001	452,977	110	454,088	232,880	221,208	261,480	57.58
1907..	5—21	590,285	691	447,452	75	448,218	229,794	218,424	266,503	59.45
1912..	5—21	609,127	471	466,526	c25	c467,022	c239,187	c227,835	c291,210	62.35
1914..	5—21	636,616	456	493,329	c53	c493,838	c252,202	c241,636	c319,337	64.66
1915..	5—21	643,975	526	504,505	c43	c505,074	c258,000	c247,074	c336,860	66.69

a 5-16.
b Other ages than 5 to 16.
c Continuation School attendance excluded.
NOTE.—Kindergarten and Night School pupils are not included in above table.

The increase in the enrolled attendance for the year was 11,236, and in the percentage of average to total attendance, the gain was 2.03.

The following table compares the attendance and gives the percentages from rural and from urban municipalities for several years:

Year	Attendance in Rural Schools	Attendance in Urban Schools
1903	260,617 or 57.88% of total	189,661 or 42.12% of total
1907	242,247 or 54.05% of total	205,971 or 45.95% of total
1912	227,263 or 48.66% of total	239,759 or 51.33% of total
1914	228,225 or 46.21% of total	265,613 or 53.78% of total
1915	231,681 or 45.87% of total	273,393 or 54.13% of total

2. Classification of Pupils

Year	1st Reader, Part I, or Primer	1st Reader, Part II, or 1st Book	2nd Book	3rd Book	4th Book	5th Book, or beyond 4th Book	Drawing (Art)
1867	.....	* 79,365	98,184	83,211	68,896	71,987	5,450
1872	.....	*160,828	100,245	96,481	67,440	29,668	57,582
1877	.....	*153,630	108,678	135,824	72,871	19,857	153,036
1882	.....	*165,834	106,229	117,352	71,740	10,357	176,432
1887	115,657	76,704	100,533	108,096	81,984	10,238	375,097
1892	114,932	73,015	96,074	99,345	88,934	13,370	435,239
1897	110,567	70,808	91,330	99,682	89,314	21,076	448,444
1902	107,441	69,062	85,732	90,630	83,738	17,485	434,030
1907	112,552	60,194	84,622	89,371	85,752	15,727	394,735
1912	126,100	67,368	92,728	88,811	85,213	† 6,802	444,975
1914	131,306	72,650	100,798	96,330	85,867	† 6,887	473,524
1915	131,844	72,898	102,972	100,023	90,050	† 7,287	486,808

Year	Geography	Music	Physiology and Hygiene	English History	Canadian History	Composition	Grammar
1867	272,173	47,618	.....	‡61,787	.....	147,412	147,412
1872	327,139	110,083	.....	47,019	37,339	105,512	176,644
1877	375,951	168,942	.....	59,694	43,401	226,977	226,977
1882	280,517	158,694	33,926	‡150,989	.....	209,184	209,184
1887	316,791	203,567	71,525	94,830	114,141	270,856	270,856
1892	334,947	220,941	171,594	106,505	147,451	294,331	294,331
1897	342,189	233,915	215,343	114,398	169,627	316,787	316,787
1902	318,755	268,356	194,459	106,282	163,672	296,172	296,172
1907	336,073	274,493	249,324	139,212	195,266	357,969	222,745
1912	379,101	349,206	356,223	163,861	207,544	401,692	166,251
1914	414,373	388,282	393,929	182,388	227,581	437,436	151,519
1915	423,863	413,898	417,602	178,453	223,913	455,222	143,173

The following table classifies the pupils in the various readers, as to rural and urban schools:

	Year	First Reader Part I or Primer	First Reader Part II or First Book	Second Book	Third Book	Fourth Book	Fifth Book or beyond Fourth Book	Totals
Rural Schools	1904	60,784	36,941	47,930	50,297	47,289	9,892	253,133
Rural Schools	1907	60,470	31,538	46,219	48,247	46,815	8,958	242,247
Rural Schools	1912	62,712	30,293	43,775	42,450	44,049	†3,984	227,263
Rural Schools	1914	63,666	31,391	45,144	43,154	41,483	†3,387	228,225
Rural Schools	1915	63,697	32,103	45,816	44,058	42,599	†3,408	231,681
Urban Schools (cities, towns and incorporated villages)	1904	44,456	27,800	37,299	39,814	35,815	6,304	191,488
	1907	52,082	28,656	38,403	41,124	38,937	6,769	205,971
	1912	63,388	37,075	48,953	46,361	41,164	†2,818	239,759
	1914	67,640	41,259	55,654	53,176	44,384	†3,500	265,613
	1915	68,147	40,795	57,156	55,965	47,451	†3,879	273,393

* In 1st Reader. † Exclusive of Continuation School pupils. ‡ History.

3. Teachers' Certificates

Year	Number of teachers	Male	Female	1st Class	2nd Class	3rd Class	Other certificates, including old County Board, etc.	Number of teachers who attended Normal School	*Normal College or Faculty of Education
1867.....	4,890	2,849	2,041	1,899	2,454	386	151	666	.....
1872.....	5,476	2,626	2,850	1,337	1,477	2,084	578	828	.....
1877.....	6,468	3,020	3,448	250	1,304	3,926	988	1,084	.....
1882.....	6,857	3,062	3,795	246	2,169	3,471	971	1,873	.....
1887.....	7,594	2,718	4,876	252	2,553	3,865	924	2,434	.....
1892.....	8,480	2,770	5,710	261	3,047	4,299	873	3,038	.....
1897.....	9,128	2,784	6,344	343	3,386	4,465	934	3,643	.....
1902.....	9,367	2,294	7,073	608	4,296	3,432	1,031	4,774	.....
1907.....	9,893	1,783	8,110	715	3,887	3,452	1,839	4.587	.....
†1912.....	10,757	1,511	9,246	674	6,419	1,804	1,860	6,705	614
†1914.....	11,546	1,628	9,918	878	7,387	1,771	1,510	7,565	833
†1915.....	11,850	1,685	10,165	1,051	8,025	1,520	1,254	8,196	1,010

NOTE.—Kindergarten and Night School teachers are not included in above table.

The number of men engaged in teaching in these schools in 1915 was 14.22 per cent. of the whole; in 1914 the number was 14.10 per cent.

The number of teachers and the class of certificates, in the Public Schools alone, in each County and District of the Province, will be found in Table C of this Appendix, pages 158 to 161.

The following table classifies the teachers and certificates as to rural and urban schools:

	Teachers			Certificates			
	Total	Male	Female	1st Class	2nd Class	3rd Class	Other Class
Rural Schools, 1904.....	5,974	1,469	4,505	152	1,944	3,107	771
Rural Schools, 1907.....	6,038	1,201	4,837	180	1,542	3,079	1,237
†Rural Schools, 1912.....	6,143	894	5,249	165	3,002	1,463	1,513
†Rural Schools, 1914.....	6,276	948	5,328	230	3,409	1,470	1,167
†Rural Schools, 1915.....	6,351	963	5,388	308	3,839	1,283	921
Urban (cities, towns and incorporated villages), 1904	3,580	606	2,974	483	2,248	289	560
Urban, 1907	3,855	582	3,273	535	2,345	373	602
†Urban, 1912	4,614	617	3,997	509	3,417	341	347
†Urban, 1914	5,270	680	4,590	648	3,978	301	343
†Urban, 1915	5,499	722	4,777	743	4,186	237	333

* For the years previous to 1912 the numbers who attended Normal College or the Faculty of Education are included in the preceding column.

†Exclusive of Continuation School teachers.

4. Teachers' Salaries and Experience

Teachers' Salaries

Year	Highest salary paid	Average salary, male teacher, province	Average salary, female teacher, province	Average salary, male teacher, cities	Average salary, female teacher, cities	Average salary, male teacher, towns	Average salary, female teacher, towns	Average salary, male teacher, incorporated villages	Average salary, female teacher, incorporated villages	*Average salary, male teacher, rural schools	*Average salary, female teacher, rural schools	Average salary, male teacher, all urban schools	Average salary, female teacher, all urban schools
	$	$	$	$	$	$	$	$	$	$	$	$	$
1867.	1,350	346	226	532	243	464	240	.....	.....	261	189	.....	.....
1872.	1,000	360	228	628	245	507	216	.....	.....	305	213	.....	.....
1877.	1,100	398	264	735	307	583	269	.....	.....	379	251	.....	.....
1882.	1,100	415	269	742	331	576	273	.....	.....	385	248	.....	.....
1887.	1,450	425	292	832	382	619	289	.....	.....	398	271	.....	.....
1892.	1,500	421	297	894	402	648	298	.....	.....	383	269	.....	.....
1897.	1,500	391	294	892	425	621	306	.....	.....	347	254	.....	.....
1902.	1,600	436	313	935	479	667	317	.....	.....	372	271	.....	.....
1907.	1,900	596	420	1,157	592	800	406	659	372	458	379	907	453
1912.	2,200	788	543	1,320	703	977	519	779	492	566	493	1,141	618
1914.	2,400	875	604	1,484	772	1,033	577	840	537	614	543	1,276	686
1915.	2,400	902	613	1,502	779	1,067	586	840	540	621	549	1,310	696

*Incorporated villages included from 1867 to 1902 inclusive.

Increases in salaries in the cities, towns, villages and rural schools are shown in the above table. In Table C, pages 158 to 160, the average salaries for 1915 of the Public School teachers of the various Counties and Districts are given separately, and summarized for the cities, towns and villages. This table also states the salaries paid to teachers according to the grade of certificate held, and illustrates to what extent the teacher with the higher certificate commands the higher salary. The average salaries for the Province are as follows:

	Male	Female
First Class certificates	$1,433	$668
Second Class certificates	830	647
Third Class and District certificates	526	479
Temporary certificates	454	408

Teachers' Experience

The length of service or experience of the teachers engaged in the Public Schools is also shown in Table C, where the numbers who have taught from less than one year up to forty years and over are given for each year, and where the experience of the teachers, according to the grade of certificate held, is given.

The average experience in the Public Schools at the end of 1915 was as follows:

Male teachers, 11.84 years.
Female teachers, 7.42 years.
All teachers, 8.09 years.

5. Receipts and Expenditures

Year	Receipts				Expenditures					
	Legislative grants	Municipal school grants and assessments	Clergy reserve funds, balances and other sources	Total receipts	Teachers' salaries	Sites and building school houses	Libraries, maps, apparatus, prizes, etc.	Rent, repairs, fuel and other expenses	Total expenditure	Cost per pupil
	$	$	$	$	$	$	$	$	$	$ c.
1867.	187,153	1,151,583	331,599	1,670,335	1,093,517	149,195	31,354	199,123	1,473,189	3 67
1872.	225,318	1,763,492	541,460	2,530,270	1,371,594	456,043	47,799	331,928	2,207,364	4 85
1877.	251,962	2,422,432	730,687	3,405,081	2,038,099	477,393	47,539	510,458	3,073,489	6 26
1882.	265,738	2,447,214	757,038	3,469,990	2,144,449	341,918	15,583	525,025	3,026,975	6 42
1887.	268,722	3,084,352	978,283	4,331,357	2,458,540	544,520	27,509	711,535	3,742,104	7 59
1892.	283,791	3,300,512	1,227,596	4,811,899	2,752,629	427,321	40,003	833,965	4,053,918	8 40
1897.	366,538	3,361,562	1,260,055	4,988,155	2,886,061	391,689	60,585	877,335	4,215,670	8 73
1902.	383,666	3,959,912	1,422,924	5,766,502	3,198,132	432,753	86,723	1,107,552	4,825,160	10 62
1907.	655,239	6,146,825	2,455,864	9,257,928	4,389,524	1,220,820	213,096	1,732,739	7,556,179	16 85
1912.	842,278	9,478,887	3,936,887	14,258,052	6,109,547	2,777,960	167,755	2,218,698	11,273,960	24 14
1914.	760,845	12,608,865	4,069,565	17,439,275	7,203,034	4,626,030	167,283	2,854,621	14,850,968	30 07
1915.	849,872	11,810,023	4,089,210	16,749,105	7,614,110	3,561,951	177,038	2,914,377	14,267,476	28 24

The increase for the year in the amount paid as teachers' salaries was $411,076. The total expenditure decreased by $583,492.

The expenditure per pupil of enrolled attendance decreased from $30.07 to $28.24, and from $46.50 to $42.35 per pupil of average attendance.

These tables show the expenditure per pupil for the years as given below:

Average cost per pupil (enrolled attendance)

	1902	1907	1912	1914	1915
Teachers' salaries	$7.04	$9.79	$13.08	$14.58	$15.07
Sites and buildings	0.95	2.72	5.95	9.37	7.05
All other expenses	2.63	4.34	5.11	6.12	6.12
For all purposes	$10.62	$16.85	$24.14	$30.07	$28.24

Average cost per pupil (average attendance)

	1902	1907	1912	1914	1915
Teachers' salaries	$12.23	$16.47	$20.98	$22.55	$22.60
Sites and buildings	1.65	4.58	9.54	14.49	10.57
All other expenses	4.57	7.30	8.19	9.46	9.18
For all purposes	$18.45	$28.35	$38.71	$46.50	$42.35

The expenditure per pupil (enrolled attendance) for 1915 in the Public Schools alone will be found in Table E, pages 174 and 175, and for the R. C. Separate Schools in Table F, pages 180 and 181. The expenditure will there be shown as to rural schools, cities, towns, and villages separately.

II. ROMAN CATHOLIC SEPARATE SCHOOLS

Year	Schools—Teachers—Pupils			Number of Pupils in the various Branches of Instruction						
	Schools open	Teachers	Pupils	Geography	Composition	Grammar	Drawing (Art)	Physiology and Hygiene	English History	Canadian History
1867	161	210	18,924	8,666	.....	5,688	.....	.....	*2,571	.....
1872	171	254	21,406	8,011	7,908	7,908	.....	.....	*3,548	.....
1877	185	334	24,952	13,154	11,174	11,174	.....	.....	*9,812	.....
1882	190	390	26,148	13,900	11,695	11,695	7,548	2,033	*10,124	.....
1887	229	491	30,373	19,608	18,678	18,678	21,818	8,578	5,076	7,931
1892	312	662	37,466	26,299	22,755	22,755	32,682	11,056	6,713	11,483
1897	340	752	41,620	27,471	26,071	26,071	36,462	18,127	6,828	13,134
1902	391	870	45,964	29,788	27,409	27,409	41,952	14,687	7,544	15,035
1907	449	1,034	51,502	34,874	35,550	23,185	36,844	23,552	11,328	19,971
1912	513	1,237	61,297	50,449	53,717	18,837	56,572	47,939	17,429	28,138
1914	519	1,344	66,271	59,544	61,054	19,807	62,641	48,831	21,988	33,526
1915	537	1,389	67,481	61,227	63,255	21,310	63,645	59,361	21,844	31,516

*History.

Receipts and Expenditures

Year	Receipts				Expenditures					
	Legislative grants	Municipal school grants and assessments	Balances, subscribed and other sources	Total receipts	Teachers' salaries	Sites and building school houses	Libraries, maps, apparatus, prizes, etc.	All other purposes	Total expenditure	Cost per pupil
	$	$	$	$	$	$	$	$	$	$ c.
1867..	9,993	26,781	11,854	48,628	34,830	.....	.....	†7,889	42,719	2 26
1872..	12,327	41,134	15,349	68,810	45,824	.....	.....	†15,993	61,817	2 88
1877..	13,607	72,177	34,482	120,266	70,201	24,510	2,811	17,284	114,806	4 60
1882..	14,382	97,252	55,105	166,739	84,095	36,860	1,303	32,082	154,340	5 13
1887..	16,808	147,639	65,401	229,848	112,293	48,937	3,624	46,369	211,223	6 95
1892..	21,043	206,698	98,293	326,034	149,707	65,874	2,922	71,335	289,838	7 74
1897..	26,675	224,617	84,032	335,324	168,800	41,233	5,786	86,350	302,169	7 26
1902..	30,472	293,348	161,683	485,503	210,199	100,911	6,158	118,173	435,441	9 47
1907..	40,524	442,316	308,540	791,380	281,484	186,908	15,991	229,793	714,176	13 86
1912..	51,846	757,255	377,713	1,186,814	456,800	308,193	15,207	263,024	1,043,224	17 01
1914..	44,468	903,988	518,817	1,467,273	509,757	445,696	22,398	347,365	1,325,216	19 99
1915..	42,131	879,903	425,468	1,347,502	503,946	366,625	14,421	298,855	1,183,847	17 54

†Including all expenditure except for Teachers' salaries.

An increase of 1,210 in the enrolment and a decrease of $141,369 in the expenditure in 1915 are noticed in the above tables. The expenditure per pupil of enrolled attendance decreased from $19.99 to $17.54. Detailed statistics in reference to these schools will be found in Table F and G, pages 176 to 193.

III. PROTESTANT SEPARATE SCHOOLS

The following is a complete list of the Protestant Separate Schools of the Province:—No. 4 Grattan, No. 2 Hagarty, No. 1 Tilbury North, L'Orignal, and Penetanguishene.

They were attended by 423 pupils in 1915. The whole amount expended for their maintenance and permanent improvements was $9,536.58. One teacher held a First Class certificate, seven teachers held Second Class, and three held Third Class certificates.

Complete statistics for these schools will be found in Table N, page 256.

IV. CONTINUATION SCHOOLS

The following table gives statistics of the "Continuation Classes, Grade A," up to and including 1907. Thereafter they are known as "Continuation Schools." Formerly the statistics of these schools were included with the statistics of the Public and Separate Schools, consequently certain items for the years 1897-1907 cannot be given.

Year	Schools	One-teacher schools	Two-teacher schools	Three-teacher schools	Number of teachers	Receipts		Expenditure		Total value of Equipment	No. of Pupils	Percentage of average attendance to total attendance	Cost per pupil
						Legislative grant	Total Receipts	Paid for Teachers' Salaries	Total Expenditure				
						$	$	$	$	$			
1897...	27	20	7	....	34	2,700	.....	.....	.....	.....	1,275	.....	.....
1902...	59	46	12	1	73	8,350	.....	.....	.....	.....	1,856	.....	.....
1907...	91	65	24	2	119	25,610	.....	73,325	.....	26,345	3,993	.....	.....
1912...	138	54	73	11	226	64,081	295,261	202,875	265,087	75,556	6,094	61.97	$43.49
1914...	131	32	91	8	237	69,811	325,903	208,386	294,125	75,457	6,069	62.81	48.46
1915...	132	29	98	5	238	63,529	344,898	219,660	310,794	80,961	6,800	62.85	45.70

Statistics in detail for 1915 in reference to the Continuation Schools will be found in Tables H, I, and J, pages 194 to 217.

Average Cost per pupil (enrolled attendance)

	1912	1914	1915
Teachers' salaries	$33.29	$34.34	$32.30
Sites and buildings	2.58	5.44	5.46
All other expenses	7.62	8.68	7.94
For all purposes	$43.49	$48.46	$45.70

Average Cost per pupil (average attendance)

	1912	1914	1915
Teachers' salaries	$53.71	$54.66	$51.39
Sites and buildings	4.17	8.67	8.68
All other purposes	12.30	13.82	12.64
For all purposes	$70.18	$77.15	$72.71

V. COLLEGIATE INSTITUTES AND HIGH SCHOOLS

The following tables give comparative statistics respecting Collegiate Institutes and High Schools from 1867 to 1915 inclusive:—

1. Receipts, Expenditure, Attendance, etc.

Year	Schools	Teachers	Receipts			Expenditure			Pupils	Percentage of average attendance to total attendance	Cost per pupil
			Legislative grant	Amount of fees	Total receipts	Paid for teachers' salaries	Paid for sites and buildings	Total expenditure			
			$	$	$	$	$	$			$ c.
1867....	102	159	54,562	15,605	139,579	94,820	*19,190	124,181	5,696	55	21 86
1872....	104	239	79,543	20,270	223,269	141,812	*31,360	210,005	7,968	56	26 34
1877....	104	280	78,762	20,753	357,521	211,607	*51,417	343,710	9,229	56	37 26
1882....	104	332	84,304	29,270	373,150	253,864	*19,361	343,720	12,348	53	27 50
1887....	112	398	91,977	56,198	529,323	327,452	*73,061	495,612	17,459	59	28 38
1892 ..	128	522	100,000	97,273	793,812	472,029	*91,108	696,114	22,837	60	30 48
1897....	130	579	101,250	110,859	767,487	532,837	*46,627	715,976	24,390	61	29 35
1902....	134	593	112,650	105,801	832,853	547,402	44,246	769,680	24,472	58.97	31 45
1907....	143	750	158,549	138,396	1,611,553	783,782	193,975	1,213,697	30,331	60.94	40 01
1912....	148	917	209,956	145,685	2,414,128	1,232,537	327,982	1,953,061	32,273	62.80	60 51
1914....	161	1023	260,955	163,280	4,531,534	1,476,756	1,335,308	3,444,940	36,466	64.06	94 46
1915....	160	1020	191,374	170,044	3,007,833	1,472,673	448,989	2,470,974	38,426	64.60	64 30

*Expenses for repairs, etc., included.

There was an increase for the year of 1,960 in the enrolment of these schools. The expenditure per pupil of enrolled attendance decreased from $94.46 in 1914 to $64.30 in 1915, and the total expenditure decreased by $973,966. This decrease in expenditure is chiefly under the heading, "Sites and Buildings."

Average cost per pupil (enrolled attendance)

	1902	1907	1912	1914	1915
	$ c.	$ c.	$ c.	$ c.	$ c.
Teachers' salaries	22 37	25 84	38 19	40 49	38 32
Sites and buildings	1 81	6 39	10 16	36 62	11 68
All other expenses	7 27	7 78	12 16	17 35	14 30
For all purposes	31 45	40 01	60 51	94 46	64 30

Average cost per pupil (average attendance)

	1902	1907	1912	1914	1915
	$ c.	$ c.	$ c.	$ c.	$ c.
Teachers' salaries	37 93	42 40	60 81	63 22	59 32
Sites and buildings	3 07	10 49	16 18	57 16	18 08
All other purposes	12 34	12 76	19 37	27 09	22 13
For all purposes	53 34	65 65	96 36	147 47	99 53

2. Classification of Pupils, etc.

Year	English						Mathematics			
	English Grammar	English Composition	Poetical Literature	Geography	Canadian History	British History	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry
1867	5,467	4,091	.....	5,264	.....	†4,634	5,526	2,841	1,847	141
1872	7,884	7,278	.....	7,715	.....	†7,513	7,834	6,033	2,592	174
1877	8,819	8,772	.....	9,158	.....	†9,106	9,227	8,678	8,113	359
1882	12,275	12,189	.....	12,106	.....	†12,220	12,261	11,742	11,148	397
1887	17,086	17,171	16,649	16,962	.....	†17,010	16,939	16,904	14,839	1,017
1892	22,530	22,535	22,468	22,118	.....	†22,328	21,869	22,229	17,791	1,154
1897	19,591	24,195	24,176	13,747	18,318	20,304	19,798	24,105	16,788	1,652
1902	21,576	24,241	23,768	14,500	14,768	16,817	21,594	22,953	16,881	1,662
1907	26,415	29,383	*29,377	22,820	23,457	23,570	26,813	26,937	23,054	2,000
1912	22,943	31,047	*31,179	21,733	24,463	23,673	23,858	28,947	25,252	1,954
1914	24,252	34,759	*34,784	24,377	29,461	26,031	25,344	32,687	23,203	2,285
1915	26,117	37,314	*37,443	26,604	31,588	28,196	26,689	35,459	24,149	2,062

* English Literature. † History.

2. Classification of Pupils, etc.—Continued

Year	Languages				Science		
	Latin	Greek	French	German	Physics	Chemistry	Botany
1867	5,171	802	2,164	.....	1,876	840	.....
1872	3,860	900	2,828	341	1,921	1,151	.....
1877	4,955	871	3,091	442	2,168	2,547	.....
1882	4,591	815	5,363	962	2,880	2,522	.....
1887	5,409	997	6,180	1,350	5,265	3,411	4,640
1892	9,006	1,070	10,398	2,796	6,601	3,710	6,189
1897	16,873	1,421	13,761	5,169	11,002	5,489	12,892
1902	18,884	631	13,595	3,280	12,758	5,860	9,051
1907	20,511	677	17,310	3,835	23,421	15,064	15,572
1912	23,508	611	21,009	4,911	24,984	16,418	17,070
1914	25,989	553	23,797	5,396	28,524	17,726	19,008
1915	28,597	691	26,462	4,606	29,208	18,876	20,927

2. Classification of Pupils, etc.—Concluded

Year	Drawing (Art)	Bookkeeping	Destination of Pupils			Number of schools charging fees	Number of free schools
			Mercantile life	Agriculture	Teaching		
1867	676	1,283	.....	.....	.....	67	36
1872	2,176	3,127	486	300	.....	28	76
1877	2,755	3,621	555	328	.....	35	69
1882	3,441	5,642	881	646	.....	37	67
1887	14,295	14,064	1,141	882	.....	58	54
1892	16,980	16,700	1,111	1,006	1,527	77	51
1897	12,252	11,647	1,368	1,153	2,056	87	43
1902	10,721	11,334	1,573	743	1,238	82	52
1907	15,365	13,468	1,982	803	1,436	81	62
1912	17,387	16,533	2,178	855	1,490	82	66
1914	19,000	8,851	1,766	819	1,318	88	73
1915	21,101	10,391	1,879	981	1,449	85	75

The statistics in detail of the various Collegiate Institutes and High Schools of the Province for 1915, will be found in Tables K, L, and M, pages 218 to 255.

VI. TEACHERS' INSTITUTES

This table presents the work of the Teachers' Institutes for thirty-nine years:

Year	No. of Teachers' Institutes	No. of Members	No. of Teachers in the Province. (High School teachers not included)	Receipts				Expenditure	
				Amount received from government grants	Amount received from municipal grants	Amount received from members' fees	Total amount received	Amount paid for Libraries	Total amount expended
				$ c	$ c.	$ c.	$ c.	$ c.	$ c.
1877	42	1,181	6,468	1,412 50	100 00	299 75	2,769 44	.....	1,127 63
1882	62	4,395	6,857	2,900 00	300 00	1,088 84	9,394 28	453 02	5,355 33
1887	66	6,781	7,594	1,800 00	1,879 45	730 66	10,405 95	1,234 08	4,975 50
1892	69	8,142	8,480	1,950 00	2,105 00	875 76	12,043 54	1,472 41	6,127 46
1897	73	7,627	9,128	2,425 00	2,017 45	901 15	12,446 20	1,479 88	6,598 84
1902	77	8,515	9,367	2,515 00	1,877 50	1,171 80	13,171 26	1,437 18	7,188 45
1907	81	9,319	9,893	2,850 00	1,920 00	1,671 32	14,824 09	654 16	7,487 41
1912	83	*9,913	10,757	3,800 00	2,100 78	1,961 10	22,120 70	1,359 24	10,120 89
1914	87	*11,684	11,546	5,650 00	3,645 27	3,044 40	34,648 09	2,358 06	17,651 75
1915	87	*12,152	11,850	4,300 00	3,288 57	3,086 33	34,567 39	2,264 11	20,241 29

See Appendix H for details for 1915.

*Registered attendance of members.

VII. DEPARTMENTAL EXAMINATIONS, Etc.

1. Table showing the Number of Teachers in Training at Provincial Normal Schools, and the Pupils at the Normal Model Schools in connection therewith, etc., 1877-1916

Year	No. of Normal School teachers	No. of Normal School students	No. of Normal Model School and Kindergarten teachers	No. of Normal Model School and Kindergarten pupils
1877.....	13	257	8	643
1882.....	16	260	15	799
1887.....	13	441	18	763
1892.....	12	428	22	842
1897.....	13	407	23	832
1902.....	16	619	31	958
1907-08...	*35	428	*38	979 (1907)
1912-13...	*69	986	*38	914 (1912)
1915-16...	*77	1,609	*40	962 (1915)
1916-17...	*78	1,293	*43	971 (1916)

*Including those engaged in both a Normal and a Normal Model School.

2. High School Entrance Examinations, 1877-1916

Year	No. of Candidates examined	No. of Candidates who passed
1877.....	7,383	3,836
1882.....	9,607	4,371
1887.....	16,248	9,364
1892.....	16,409	8,427
1897.....	16,384	10,502
1902.....	18,087	13,300
1907.....	22,144	15,430
1912.....	22,679	13,977
1915.....	24,353	17,325
1916.....	23,135	15,357

3. Departmental Academic Examinations, 1916

Examinations	Total number of Candidates	Number passed	Number of Appeals	Number passed on appeal	Total number passed	Percentage
Senior Public School Graduation	68	16	1	0	16	23.52
Senior High School Entrance..	75	29	1	0	29	38.66
Model Entrance (June).....	157	52	1	0	52	33.12
English-French Model Entrance (June)	84	60	0	0	60	71.42
Model Entrance (August).....	95	62	0	0	62	65.26
English-French Model Entrance (August)	10	9	0	0	9	90.00
Lower School N.E. & F.E....	5,633	2,710	87	10	2,720	48.28
Middle School N. E. (June)....	2,990	1,678	69	7	1,685	56.35
Middle School N. E. (August)..	53	22	0	0	22	41.50
Upper School, Part I.....	538	330	22	1	331	61.52
Upper School, Part II.....	360	242	8	1	243	67.50
Junior Matriculation.....	3,385	*1,952	46	6	1,958	57.84
Supplemental Matriculation...	303	65	8	2	67	22.11
Totals	13,751	7,227	243	27	7,254	52.75

Number of Honour Matriculation Candidates 443
Number of Scholarship Matriculation Candidates..... 82

For the number of candidates granted standing under Regulations re Enlistment for Overseas Service and for Farm Employment, see page 6.

*Obtained either complete or partial Junior Matriculation.

THE PUBLIC SCHOOLS

I. TABLE A—SCHOOL POPULATION, ATTENDANCE, ETC.

Rural Schools	School population between 5 and 21 years of age	Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
1 Brant	4,115	3	3,481	....	3,484	1,795	1,689	2,274	65
2 Bruce	8,045	....	5,792	....	5,792	3,029	2,763	3,844	66
3 Carleton	7,269	16	5,686	....	5,702	2,894	2,808	3,500	61
4 Dufferin	3,368	....	2,690	....	2,690	1,465	1,225	1,595	59
5 Dundas	3,314	10	2,801	1	2,812	1,493	1,319	1,932	69
6 Elgin	6,169	....	4,274	....	4,274	2,223	2,051	2,815	66
7 Essex	12,634	3	5,634	1	5,638	2,991	2,647	3,471	62
8 Frontenac	5,562	13	4,446	....	4,459	2,312	2,147	2,343	53
9 Glengarry	3,936	5	3,215	....	3,220	1,731	1,489	1,833	57
10 Grey	10,961	9	7,813	4	7,826	4,160	3,666	4,915	63
11 Haldimand	3,655	2	2,746	....	2,748	1,479	1,269	1,787	65
12 Haliburton	2,770	13	1,617	....	1,630	800	830	825	51
13 Halton	3,188	5	2,336	....	2,341	1,262	1,079	1,393	59
14 Hastings	8,324	7	6,789	2	6,798	3,480	3,318	4,052	60
15 Huron	9,380	4	6,293	1	6,298	3,322	2,976	4,282	68
16 Kent	9,311	32	6,561	....	6,593	3,432	3,161	3,714	56
17 Lambton	8,216	4	5,704	....	5,708	3,037	2,671	3,747	66
18 Lanark	4,189	4	3,113	....	3,117	1,581	1,536	2,053	66
19 Leeds and Grenville	7,552	19	6,171	....	6,190	3,166	3,024	3,700	60
20 Lennox and Addington	4,248	17	3,296	1	3,314	1,693	1,621	1,917	58
21 Lincoln	4,073	3	3,371	....	3,374	1,733	1,641	1,856	55
22 Middlesex	9,356	4	6,707	....	6,711	3,473	3,238	4,507	67
23 Norfolk	4,902	15	3,939	1	3,955	2,068	1,887	2,489	63
24 Northumberland & Durham	8,789	12	6,882	....	6,894	3,638	3,256	4,200	61
25 Ontario	7,015	3	5,230	1	5,234	2,723	2,511	3,258	62
26 Oxford	7,053	5	5,250	....	5,255	2,768	2,487	3,451	66
27 Peel	3,804	....	2,646	....	2,646	1,397	1,249	1,656	62
28 Perth	6,863	....	4,514	....	4,514	2,427	2,087	3,101	69
29 Peterborough	4,610	3	3,505	....	3,508	1,772	1,736	2,060	59
30 Prescott and Russell	12,070	12	3,384	1	3,397	1,774	1,623	2,040	60
31 Prince Edward	2,716	....	2,239	1	2,240	1,141	1,099	1,374	61
32 Renfrew	9,939	17	6,139	5	6,161	3,089	3,072	3,508	57
33 Simcoe	12,139	12	9,196	1	9,209	4,646	4,563	5,333	58
34 Stormont	4,687	13	2,839	....	2,852	1,474	1,378	1,701	60
35 Victoria	4,951	2	3,716	1	3,719	1,918	1,801	2,401	65
36 Waterloo	5,734	6	3,965	....	3,971	2,109	1,862	2,768	70
37 Welland	5,980	11	4,363	....	4,374	2,343	2,031	2,660	61
38 Wellington	7,116	7	4,693	....	4,700	2,512	2,188	3,094	66
39 Wentworth	6,531	6	5,278	....	5,284	2,619	2,665	2,965	56
40 York	15,922	3	13,117	....	13,120	6,777	6,343	7,921	60
41 Algoma	3,859	11	3,080	1	3,092	1,570	1,522	1,812	59
42 Kenora	531	....	443	....	443	227	216	221	50
43 Manitoulin	2,060	1	1,705	....	1,706	878	828	963	56
44 Muskoka	4,075	14	3,136	1	3,151	1,658	1,493	1,699	54
45 Nipissing	2,957	10	1,846	....	1,856	931	925	1,029	55
46 Parry Sound	4,933	11	3,844	2	3,857	2,004	1,853	2,090	54
47 Rainy River	1,375	2	1,188	....	1,190	607	583	623	52
48 Sudbury	3,724	21	2,438	....	2,459	1,234	1,225	1,204	49
49 Timiskaming	3,077	19	2,731	....	2,750	1,402	1,348	1,314	48
50 Thunder Bay, etc.	2,393	1	1,989	2	1,992	1,012	980	1,116	56
Totals	299,440	390	213,831	27	214,248	111,269	102,979	130,406	60.86

THE PUBLIC SCHOOLS—Continued

I. TABLE A—SCHOOL POPULATION, ATTENDANCE, ETC.—Continued

Cities	School population between 5 and 21 years of age	Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
1 Belleville	3,004	....	1,846	....	1,846	957	889	1,239	67
2 Kitchener (Berlin)	4,964	....	2,356	....	2,356	1,206	1,150	1,826	77
3 Brantford	6,611	....	3,819	....	3,819	1,956	1,863	2,808	74
4 Chatham	2,163	....	1,787	....	1,787	887	900	1,272	71
5 Fort William	4,417	....	2,529	....	2,529	1,263	1,266	1,896	75
6 Galt	2,939	....	1,773	....	1,773	907	866	1,350	76
7 Guelph	4,277	....	2,072	5	2,077	1,038	1,039	1,602	77
8 Hamilton	22,609	....	13,803	1	13,804	7,018	6,786	10,133	73
9 Kingston	6,005	....	2,820	....	2,820	1,382	1,438	1,975	70
10 London	9,998	....	8,363	....	8,363	4,204	4,159	5,843	70
11 Niagara Falls	2,057	....	1,683	....	1,683	829	854	1,141	68
12 Ottawa	23,703	....	8,987	....	8,987	4,410	4,577	6,442	72
13 Peterborough	5,047	....	2,629	....	2,629	1,342	1,287	2,040	78
14 Port Arthur	3,518	....	2,166	....	2,166	1,072	1,094	1,594	74
15 St. Catharines	3,722	....	2,324	....	2,324	1,158	1,166	1,615	69
16 St. Thomas	3,863	....	2,457	1	2,458	1,295	1,163	1,830	74
17 Sarnia	2,174	....	1,801	....	1,801	886	915	1,323	73
18 Sault Ste. Marie	2,763	41	1,790	....	1,831	935	896	1,379	75
19 Stratford	3,990	....	2,113	....	2,113	1,100	1,013	1,708	81
20 Toronto	82,193	80	60,670	5	60,755	30,693	30,062	44,546	73
21 Windsor	5,994	....	2,934	....	2,934	1,453	1,481	2,094	71
22 Woodstock	1,759	....	1,413	....	1,413	701	712	1,039	73
Totals	207,770	121	132,135	12	132,268	66,692	65,576	96,695	73.10
Towns									
1 Alexandria	853	....	64	....	64	30	34	42	66
2 Alliston	306	....	273	....	273	121	152	196	72
3 Almonte	691	....	340	....	340	172	168	254	75
4 Amherstburg	570	....	220	....	220	120	100	124	56
5 Arnprior	1,283	....	587	....	587	305	282	419	71
6 Aurora	490	....	446	....	446	215	231	299	67
7 Aylmer	470	....	402	....	402	216	186	280	70
8 Bala	65	....	69	....	69	30	39	47	68
9 Barrie	1,437	....	1,127	....	1,127	561	566	801	71
10 Blenheim	371	....	336	....	336	166	170	215	64
11 Blind River	552	....	180	....	180	82	98	137	76
12 Bothwell	155	....	126	....	126	73	53	84	67
13 Bowmanville	677	....	603	....	603	298	305	410	68
14 Bracebridge	876	....	624	....	624	285	339	451	72
15 Brampton	781	....	691	....	691	350	341	491	71
16 Brockville	2,315	....	1,428	....	1,428	739	689	1,064	74
17 Bruce Mines	155	....	187	....	187	98	89	119	64
18 Burlington	408	1	431	....	432	223	209	307	71
19 Cache Bay	178	....	138	....	138	60	78	93	67
20 Campbellford	739	....	577	....	577	284	293	426	74
21 Carleton Place	1,009	....	744	....	744	397	347	520	70
22 Charlton	94	....	104	....	104	70	34	57	55
23 Chesley	702	....	406	....	406	200	206	280	69
24 Clinton	585	....	405	....	405	208	197	312	77
25 Cobalt	1,223	....	976	....	976	490	486	561	57
26 Cobourg	1,033	....	548	....	548	255	293	417	76
27 Cochrane	550	3	316	1	320	159	161	183	57
28 Collingwood	1,504	....	1,163	....	1,163	562	601	848	73
29 Copper Cliff	743	....	570	....	570	284	286	437	77
30 Cornwall	1,956	....	605	....	605	285	320	458	76
31 Deseronto	625	....	466	....	466	255	211	329	71
32 Dresden	376	....	308	....	308	153	155	201	65
33 Dryden	260	....	246	....	246	130	116	163	66
34 Dundas	1,103	....	774	....	774	392	382	536	69

THE PUBLIC SCHOOLS—Continued

I. TABLE A—SCHOOL POPULATION, ATTENDANCE, ETC.—Continued

Towns—Continued	School population between 5 and 21 years of age	Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
35 Dunnville	605	....	512	....	512	264	248	350	68
36 Durham	463	....	316	....	316	138	178	233	74
37 Eastview	1,372	....	346	....	346	170	176	197	57
38 Englehart	221	....	225	....	225	123	102	132	59
39 Essex	411	....	310	....	310	154	156	230	74
40 Ford	370	....	105	....	105	52	53	59	56
41 Forest	271	....	264	....	264	134	130	193	73
42 Fort Frances	531	....	298	....	298	153	145	213	71
43 Frood Mine	85	....	80	....	80	38	42	24	30
44 Gananoque	1,000	....	791	....	791	396	395	595	75
45 Goderich	952	....	640	....	640	310	330	458	72
46 Gore Bay	241	....	180	....	180	93	87	137	76
47 Gravenhurst	446	....	420	....	420	214	206	273	65
48 Haileybury	906	....	574	....	574	290	284	400	70
49 Hanover	809	....	495	....	495	238	257	387	78
50 Harriston	352	5	291	....	296	166	130	210	71
51 Hawkesbury	1,709	....	218	....	218	115	103	144	66
52 Hespeler	546	....	512	....	512	267	245	385	75
53 Huntsville	623	....	504	....	504	255	249	355	70
54 Ingersoll	1,365	....	781	....	781	418	363	558	71
55 Iroquois Falls	101	....	109	....	109	60	49	19	17
56 Kearney	151	....	127	....	127	62	65	80	63
57 Keewatin	300	....	268	....	268	139	129	207	77
58 Kenora	1,527	....	951	....	951	467	484	705	74
59 Kincardine	537	....	238	....	238	129	109	201	84
60 Kingsville	464	....	402	....	402	224	178	268	67
61 Latchford	126	....	69	....	69	38	31	24	35
62 Leamington	690	....	579	....	579	317	262	426	74
63 Lindsay	1,866	....	1,010	....	1,010	518	492	790	78
64 Listowel	631	....	410	....	410	220	190	301	73
65 Little Current	384	....	308	....	308	138	170	168	55
66 Massey	257	....	172	....	172	107	65	97	56
67 Matheson	116	....	115	....	115	70	45	57	50
68 Mattawa	526	....	57	....	57	29	28	37	65
69 Meaford	850	....	543	....	543	285	258	423	78
70 Midland	2,107	....	1,388	....	1,388	672	716	969	70
71 Milton	592	....	463	....	463	214	249	330	71
72 Mitchell	362	....	292	....	292	146	146	221	76
73 Mount Forest	445	....	288	....	288	139	149	207	72
74 Napanee	645	....	555	....	555	268	287	367	66
75 New Liskeard	593	....	525	....	525	248	277	323	62
76 Newmarket	677	....	595	....	595	315	280	406	68
77 Niagara	375	....	233	....	233	120	113	159	68
78 North Bay	2,449	....	1,257	....	1,257	640	617	965	77
79 Oakville	620	....	535	....	535	276	259	357	67
80 Orangeville	587	....	408	....	408	205	203	307	75
81 Orillia	2,208	....	1,487	....	1,487	744	743	1,066	72
82 Oshawa	2,373	....	1,568	....	1,568	801	767	1,119	71
83 Owen Sound	3,205	....	2,158	1	2,159	1,071	1,088	1,626	75
84 Palmerston	371	1	354	....	355	173	182	244	69
85 Paris	1,005	....	583	....	583	292	291	430	74
86 Parkhill	245	....	168	....	168	84	84	128	76
87 Parry Sound	1,201	....	974	....	974	497	477	654	67
88 Pembroke	2,508	....	873	....	873	457	416	659	75
89*Penetanguishene	1,156	....	829	....	829	430	399	547	66
90 Perth	876	....	389	....	389	184	205	301	77
91 Petrolea	935	....	716	....	716	371	345	535	75

*Including Protestant Separate School.

THE PUBLIC SCHOOLS—Continued

I. TABLE A—SCHOOL POPULATION, ATTENDANCE, ETC.—Concluded

Towns—Concluded	School population between 5 and 21 years of age	Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
92 Picton	664	....	444	....	444	237	207	312	70
93 Port Hope	1,081	....	770	....	770	385	385	576	75
94 Powassan	238	....	186	....	186	98	88	127	68
95 Prescott	516	....	347	....	347	175	172	246	71
96 Preston	1,003	....	717	....	717	365	352	552	77
97 Rainy River	500	....	346	....	346	179	167	221	64
98 Renfrew	1,216	....	524	....	524	260	264	373	71
99 Ridgetown	488	....	389	....	389	167	222	252	65
100 Rockland	1,073	....	74	....	74	44	30	56	76
101 St. Mary's	913	....	632	....	632	308	324	445	70
102 Sandwich	700	....	204	....	204	103	101	170	83
103 Seaforth	362	....	265	....	265	135	130	203	77
104 Simcoe	1,010	....	715	....	715	363	352	499	70
105 Sioux Lookout	140	....	116	....	116	56	60	57	49
106 Smith's Falls	1,500	....	1,150	....	1,150	510	640	944	82
107 Southampton	487	....	367	....	367	182	185	266	72
108 Stayner	251	....	199	....	199	93	106	147	74
109 Steelton	1,423	....	863	....	863	449	414	639	74
110 Strathroy	629	....	491	....	491	262	229	396	81
111 Sturgeon Falls	842	....	236	....	236	117	119	150	64
112 Sudbury	1,536	....	689	....	689	354	335	466	68
113 Thessalon	458	....	402	....	402	205	197	258	64
114 Thornbury	182	....	149	....	149	69	80	99	66
115 Thorold	1,013	....	676	....	676	362	314	310	46
116 Tilbury	480	....	158	....	158	80	78	108	68
117 Tillsonburg	715	....	573	....	573	310	263	416	73
118 Timmins	180	....	164	....	164	85	79	55	34
119 Trenton	1,121	....	763	....	763	417	346	529	69
120 Trout Creek	139	....	112	....	112	64	48	66	59
121 Uxbridge	443	....	230	....	230	101	129	193	84
122 Vankleek Hill	370	....	151	....	151	79	72	106	70
123 Walkerton	620	....	302	....	302	168	134	216	72
124 Walkerville	1,521	....	702	....	702	367	335	491	70
125 Wallaceburg	1,286	....	628	....	628	306	322	426	68
126 Waterloo	1,142	....	632	....	632	317	315	482	76
127 Webbwood	220	....	195	....	195	98	97	102	52
128 Welland	1,455	....	1,264	....	1,264	645	619	833	65
129 Weston	580	....	484	....	484	242	242	354	73
130 Whitby	643	....	419	....	419	242	177	279	67
131 Wiarton	739	....	488	....	488	228	260	354	73
132 Wingham	510	....	374	....	374	187	187	287	77
Totals	102,863	10	64,928	2	64,940	32,820	32,120	45,878	70.64
Totals									
1 Rural Schools	299,440	390	213,831	27	214,248	111,269	102,979	130,406	60.86
2 Cities	207,770	121	132,135	12	132,268	66,692	65,576	96,695	73.10
3 Towns	102,863	10	64,928	2	64,940	32,820	32,120	45,878	70.64
4 Villages	33,902	5	26,130	2	26,137	13,195	12,942	18,148	69.43
5 Grand Totals, 1915	643,975	526	437,024	43	437,593	223,976	213,617	291,127	66.52
6 Grand Totals, 1914	636,616	456	427,058	53	427,567	218,675	208,892	275,549	64.44
7 Increases	7,359	70	9,966	....	10,026	5,301	4,725	15,576	2.08
8 Decrease	.....	....	.....	10	.....	.....	.....	.....	.....
9 Percentages	.....	.12	99.86	.01	.....	51.18	48.81	66.52	.....

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Rural Schools	Reading					
	Primer	1st Book	2nd Book	3rd Book	4th Book	Beyond 4th Book
1 Brant	892	479	621	773	672	47
2 Bruce	1,399	765	1,120	1,235	1,210	63
3 Carleton	1,701	737	1,132	931	1,186	15
4 Dufferin	613	350	545	567	579	36
5 Dundas	678	322	534	579	626	73
6 Elgin	961	605	833	849	941	85
7 Essex	1,668	1,047	1,144	1,005	763	11
8 Frontenac	1,346	557	835	825	868	28
9 Glengarry	1,047	391	754	548	460	20
10 Grey	1,833	924	1,551	1,726	1,693	99
11 Haldimand	667	372	506	568	590	45
12 Haliburton	531	226	306	317	224	26
13 Halton	652	310	386	452	525	16
14 Hastings	1,963	935	1,553	1,203	1,032	112
15 Huron	1,201	790	1,318	1,327	1,420	242
16 Kent	1,751	861	1,334	1,250	1,252	145
17 Lambton	1,261	841	958	1,248	1,277	123
18 Lanark	795	444	578	603	683	14
19 Leeds and Grenville	1,553	809	1,163	1,118	1,500	47
20 Lennox and Addington	898	428	638	654	673	23
21 Lincoln	870	478	644	666	649	67
22 Middlesex	1,387	985	1,435	1,410	1,335	159
23 Norfolk	994	496	999	823	618	25
24 Northumberland and Durham	1,570	875	1,478	1,465	1,400	106
25 Ontario	1,339	630	1,013	967	1,200	85
26 Oxford	1,253	649	978	1,062	1,197	116
27 Peel	644	330	479	558	615	20
28 Perth	848	530	761	1,219	1,074	82
29 Peterborough	982	483	828	595	577	43
30 Prescott and Russell	1,102	456	551	520	654	114
31 Prince Edward	570	295	453	435	442	45
32 Renfrew	1,918	899	1,238	1,068	953	85
33 Simcoe	2,416	1,211	2,078	1,687	1,696	121
34 Stormont	775	343	629	475	622	8
35 Victoria	905	451	795	691	774	103
36 Waterloo	833	571	999	904	640	24
37 Welland	1,279	550	762	882	859	42
38 Wellington	972	589	840	1,027	1,141	131
39 Wentworth	1,510	740	898	1,078	980	78
40 York	4,026	2,037	2,795	2,353	1,806	103
41 Algoma	1,087	391	593	503	467	51
42 Kenora	141	93	82	84	42	1
43 Manitoulin	551	246	315	282	307	5
44 Muskoka	965	405	575	599	570	37
45 Nipissing	839	252	312	272	170	11
46 Parry Sound	1,302	554	719	658	526	98
47 Rainy River	363	168	214	227	184	34
48 Sudbury	1,145	373	423	293	204	21
49 Timiskaming	1,032	407	535	443	323	10
50 Thunder Bay, etc	670	337	364	304	281	36
Totals	57,698	29,017	42,594	41,328	40,480	3,131

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION

	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
1	3,400	2,872	2,976	2,878	3,083	768	1,280	1,316
2	5,536	4,758	4,572	4,898	4,792	1,744	1,954	2,526
3	5,610	4,711	3,807	5,131	5,189	1,432	2,814	2,995
4	2,566	2,173	1,559	2,382	2,275	970	1,099	1,255
5	2,627	2,156	1,452	2,314	2,411	978	1,171	1,244
6	4,224	3,482	3,649	3,679	3,691	1,482	1,692	2,083
7	5,592	3,587	3,200	4,102	4,268	1,684	1,016	1,840
8	4,459	3,126	3,179	4,459	4,459	895	1,722	2,289
9	2,933	2,251	1,748	2,620	2,654	633	1,099	1,416
10	7,422	6,115	4,747	6,608	6,631	2,037	2,870	3,252
11	2,629	2,046	1,677	2,282	2,144	1,140	1,055	1,283
12	1,337	998	775	1,493	1,119	521	469	637
13	2,277	1,701	1,770	2,035	1,846	742	794	960
14	6,453	5,131	5,692	5,950	5,871	1,310	1,709	2,512
15	5,746	4,924	4,581	5,289	5,107	2,128	2,413	2,852
16	6,449	4,842	4,423	5,157	5,600	1,825	2,399	2,759
17	5,444	4,224	3,668	5,139	5,398	1,430	2,579	2,688
18	3,009	2,214	1,231	2,466	2,322	1,023	1,065	1,288
19	5,990	4,762	4,092	5,102	5,030	2,204	2,836	2,939
20	3,204	2,554	2,262	2,901	2,811	983	1,521	1,588
21	3,100	2,529	2,758	2,690	2,406	1,226	1,285	1,647
22	6,535	5,344	5,085	5,922	5,864	1,912	2,766	2,981
23	3,872	3,154	3,027	3,392	3,473	676	1,443	1,625
24	6,438	5,192	4,753	5,766	5,581	2,341	2,375	2,817
25	5,136	3,575	3,801	4,161	4,839	1,399	2,090	2,127
26	5,050	4,434	3,170	4,692	4,881	1,488	2,020	2,569
27	2,499	1,887	1,894	2,273	2,161	678	1,075	1,197
28	4,433	3,944	4,445	4,236	4,221	2,074	1,824	2,251
29	3,314	2,718	2,186	2,736	2,743	849	1,387	1,607
30	3,251	2,644	2,601	3,058	3,023	906	1,460	1,770
31	2,080	1,819	882	1,934	2,017	611	805	850
32	5,916	4,436	2,987	5,702	5,487	1,099	2,812	3,530
33	9,069	7,825	5,809	8,356	7,815	2,593	3,104	3,921
34	2,735	2,166	1,734	2,372	2,328	855	1,151	1,268
35	3,535	3,002	2,232	3,303	3,246	991	1,237	1,365
36	3,971	3,140	3,508	3,878	3,854	951	1,125	1,544
37	3,997	3,195	2,981	3,311	3,205	1,249	1,338	1,513
38	4,171	3,473	3,117	3,954	3,751	2,224	1,886	2,227
39	4,942	3,765	4,342	3,836	3,552	1,640	2,023	2,217
40	12,759	10,091	11,967	12,146	11,622	2,990	3,707	4,864
41	2,687	2,046	1,853	2,152	2,069	759	722	997
42	435	369	219	396	400	99	152	161
43	1,522	1,042	665	1,144	1,186	609	507	731
44	2,850	2,190	1,964	2,598	2,483	1,104	1,159	1,445
45	1,358	1,133	818	1,185	1,304	403	282	617
46	3,658	2,680	2,259	2,958	2,990	848	1,123	1,440
47	1,049	754	662	837	867	388	321	502
48	1,986	1,533	1,603	1,742	1,718	585	579	919
49	2,519	1,942	2,103	2,246	2,240	371	715	1,151
50	1,962	1,865	1,554	1,779	1,779	450	631	691
	203,736	162,514	148,039	181,640	179,806	60,297	76,661	92,266

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Rural Schools	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration
1 Brant	2,315	3,179	3,044	43	47
2 Bruce	4,286	4,956	5,063	111	56
3 Carleton	4,600	5,115	5,568	14	12
4 Dufferin	2,034	2,460	2,555	22	28
5 Dundas	1,755	2,434	2,137	79	67
6 Elgin	3,368	3,859	4,048	125	81
7 Essex	5,254	5,304	5,541	17	5
8 Frontenac	4,454	4,459	4,459	47	18
9 Glengarry	1,991	2,660	2,921	9	13
10 Grey	6,012	5,378	7,009	75	77
11 Haldimand	1,931	2,487	2,226	54	34
12 Haliburton	973	1,281	953	11	25
13 Halton	1,649	2,128	2,254	5	12
14 Hastings	5,628	6,170	6,277	208	90
15 Huron	4,106	5,431	5,910	225	213
16 Kent	4,678	5,633	6,264	136	120
17 Lambton	4,804	5,604	5,687	98	122
18 Lanark	2,091	2,644	2,877	9	17
19 Leeds and Grenville	4,650	5,552	5,184	29	26
20 Lennox and Addington	2,705	2,967	3,205	10	14
21 Lincoln	2,298	3,023	3,116	90	54
22 Middlesex	4,883	5,748	6,262	298	133
23 Norfolk	3,335	3,632	3,751	32	19
24 Northumberland and Durham	4,559	6,185	6,312	87	91
25 Ontario	3,085	5,007	5,110	74	70
26 Oxford	4,238	4,708	4,838	63	107
27 Peel	1,742	2,347	2,314	20	17
28 Perth	3,743	4,333	4,509	32	30
29 Peterborough	2,658	3,033	2,830	55	28
30 Prescott and Russell	2,628	3,035	3,213	167	110
31 Prince Edward	1,795	1,919	1,958	24	24
32 Renfrew	5,361	5,672	6,035	48	81
33 Simcoe	7,503	8,507	7,586	118	114
34 Stormont	1,977	2,459	2,795	2	2
35 Victoria	2,942	3,249	3,389	141	85
36 Waterloo	3,117	3,836	2,627	41	21
37 Welland	2,666	3,917	3,833	46	37
38 Wellington	3,536	4,163	4,216	143	119
39 Wentworth	3,031	4,015	4,589	61	80
40 York	9,505	11,758	13,013	79	82
41 Algoma,	1,914	2,430	1,258	53	42
42 Kenora	386	388	323	1	1
43 Manitoulin	977	1,493	866	.....	.....
44 Muskoka	2,190	2,703	2,379	29	35
45 Nipissing	1,021	1,181	1,264	16	34
46 Parry Sound	2,386	3,091	3,082	106	100
47 Rainy River	746	983	852	19	26
48 Sudbury	1,484	1,777	1,755	17	17
49 Timiskaming	2,198	2,226	2,284	18	9
50 Thunder Bay, etc.	1,859	1,943	1,828	35	35
Totals	159,047	188.462	191,369	3,242	2,680

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Algebra	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book, incl.)	German (beyond 4th Book)	German (Primer to 4th Book, incl.)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science
1	47	41	32	29	.....	.....	.....	38	39	449	255	285
2	52	34	13	3	11	.....	.....	22	13	859	.....	....
3	12	1	9	.....	.....	.....	.....	9	9	384	238	315
4	26	16	19	1	.....	.....	.....	6	.....	.....	.....	....
5	64	63	52	23	.....	.....	.....	63	.....	406	200	....
6	79	50	19	.....	2	.....	.....	53	35	1,047	1,161	59
7	6	4	1	1	723	1	.....	1	.....	241	266	12
8	16	.....	4	.....	.....	.....	.....	4	.....	.....	.....	....
9	9	6	6	1	129	.....	.....	3	.....	581	121	....
10	71	36	20	.....	4	.....	.....	38	9	336	147	19
11	32	18	18	1	2	.....	1	26	2	81	.....	13
12	25	21	1	.....	.....	.....	.....	17	1	.....	.....	....
13	11	4	5	2	1	.....	.....	2	.....	406	285	13
14	88	57	10	2	.....	.....	.....	45	2	556	750	422
15	208	102	92	20	.....	6	.....	151	90	768	260	50
16	119	58	6	5	219	.....	.....	80	17	885	499	6
17	102	64	53	38	7	.....	.....	82	13	285	233	70
18	16	5	7	.....	1	.....	.....	11	1	325	62	20
19	25	16	6	.....	3	.....	.....	.....	.....	334	.....	....
20	13	5	.....	.....	.....	.....	.....	.....	.....	.....	149	....
21	50	26	5	.....	.....	.....	.....	37	73	306	80	....
22	133	31	21	.....	2	.....	3	65	31	2,034	2,014	451
23	17	8	6	.....	1	.....	.....	4	2	296	429	10
24	72	36	43	18	14	.....	3	22	22	485	92	35
25	70	52	13	11	.....	.....	.....	57	26	39	1	....
26	106	46	34	7	.....	.....	.....	58	66	439	566	37
27	17	8	1	2	.....	.....	.....	2	5	401	.....	37
28	24	20	17	.....	4	.....	.....	11	6	740	171	....
29	23	17	9	5	.....	.....	.....	4	6	127	57	8
30	110	38	55	85	873	.....	2	92	1	473	516	72
31	24	1	6	3	.....	.....	.....	5	8	63	1,159	...
32	77	3	20	18	.....	.....	.....	34	.....	272	.....	....
33	107	39	11	.....	.....	.....	.....	37	28	324	250	15
34	3	2	1	.....	.....	.....	.....	.....	.....	55	.....	....
35	77	6	7	1	3	.....	.....	8	7	132	34	....
36	16	15	5	3	.....	.....	2	5	11	383	344	....
37	39	29	14	.....	.....	.....	.....	15	.....	288	276	....
38	116	64	68	16	13	1	.....	38	30	311	273	45
39	77	26	69	36	1	.....	.....	63	22	954	315	....
40	82	71	66	14	.....	.....	.....	62	16	439	255	399
41	22	2	2	.....	.....	.....	.....	21	.....	593	153	....
42	1	1	.....	.....	.....	.....	.....	1	.....	.....	.....	....
43	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....
44	35	18	3	.....	1	.....	.....	24	1	42	73	37
45	9	9	.....	4	736	.....	.....	1	.....	134	105	23
46	89	66	19	3	.....	.....	.....	76	3	14	.....	....
47	26	10	.....	.....	.....	.....	.....	13	2	183	54	18
48	17	15	.....	.....	616	.....	.....	11	6	149	.....	....
49	6	4	4	1	2	.....	.....	5	1	.....	60	....
50	35	35	5	3	1	.....	.....	30	4	30	.....	2
	2,501	1,299	877	356	3,369	8	11	1,452	608	17,649	11,903	2473

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Cities	Reading					
	Primer	1st Book	2nd Book	3rd Book	4th Book	Beyond 4th Book
1 Belleville	521	276	328	366	355	.....
2 Kitchener (Berlin)	378	398	607	580	393	.....
3 Brantford	1,085	684	673	935	442	.....
4 Chatham	370	303	333	494	287	.....
5 Fort William	700	424	414	589	402	.....
6 Galt	391	245	415	414	308	.....
7 Guelph	410	237	381	531	387	131
8 Hamilton	2,845	2,121	3,674	2,707	1,992	465
9 Kingston	747	374	369	703	627	.....
10 London	1,559	1,248	2,139	1,833	1,584	.....
11 Niagara Falls	484	258	248	398	295	.....
12 Ottawa	1,571	1,276	1,999	1,678	1,869	594
13 Peterborough	668	399	537	466	559	.....
14 Port Arthur	523	399	537	411	296	.....
15 St. Catharines	622	357	314	552	479	.....
16 St. Thomas	618	293	514	558	475	.....
17 Sarnia	434	288	394	362	323	.....
18 Sault Ste. Marie	539	291	309	386	306	.....
19 Stratford	411	354	374	564	410	.....
20 Toronto	13,121	8,024	13,787	13,797	11,190	836
21 Windsor	1,053	489	547	467	378	.....
22 Woodstock	432	204	183	269	325	.....
Totals	29,482	18,942	29,076	29,060	23,682	2,026
Towns						
1 Alexandria	7	13	12	20	12	.....
2 Alliston	59	37	59	52	66	.....
3 Almonte	55	67	73	89	56	.....
4 Amherstburg	60	34	41	39	46	.....
5 Arnprior	132	70	133	141	111	.....
6 Aurora	113	51	74	117	91	.....
7 Aylmer	89	63	87	82	81	.....
8 Bala	28	9	8	10	14	.....
9 Barrie	263	149	298	207	210	.....
10 Blenheim	96	48	79	55	58	.....
11 Blind River	35	42	35	33	35	.....
12 Bothwell	29	16	29	15	37	.....
13 Bowmanville	154	85	136	123	105	.....
14 Bracebridge	197	104	113	130	80	.....
15 Brampton	124	162	164	137	104	.....
16 Brockville	447	202	191	289	299	.....
17 Bruce Mines	49	18	46	47	27	.....
18 Burlington	147	73	81	67	64	.....
19 Cache Bay	29	41	19	16	33	.....
20 Campbellford	105	118	132	98	124	.....
21 Carleton Place	294	120	93	151	86	.....
22 Charlton	42	20	9	17	16	.....
23 Chesley	106	60	71	91	78	.....
24 Clinton	97	52	57	93	106	.....
25 Cobalt	424	158	209	117	68	.....
26 Cobourg	108	78	134	99	129	.....
27 Cochrane	141	31	60	41	43	4
28 Collingwood	268	193	203	267	232	.....
29 Copper Cliff	273	93	100	50	54	.....
30 Cornwall	140	74	86	154	151	.....
31 Deseronto	135	61	90	98	82	.....
32 Dresden	119	54	38	44	53	.....
33 Dryden	60	36	54	63	33	.....

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
1	1,846	1,325	1,846	1,412	1,846	355	574	782
2	2,356	2,315	2,356	2,356	2,356	594	973	1,969
3	3,819	3,819	3,819	3,819	3,819	419	613	606
4	1,787	1,664	1,787	1,787	1,787	287	1,018	1,018
5	2,529	1,829	2,529	2,529	2,529	402	991	991
6	1,773	1,663	1,773	1,726	1,726	722	437	970
7	1,946	2,011	1,946	2,074	1,973	774	986	1,199
8	13,639	12,193	13,785	13,297	13,402	3,682	5,350	7,209
9	2,820	1,857	2,820	2,820	2,820	627	787	752
10	8,363	8,363	8,363	8,363	8,363	1,775	3,639	4,716
11	1,683	1,542	1,253	1,683	1,683	341	297	426
12	8,987	8,987	8,987	8,987	8,987	2,581	3,382	3,247
13	2,629	2,629	2,629	2,629	2,629	559	1,025	1,562
14	2,166	2,166	2,166	1,643	2,166	296	707	707
15	2,324	1,702	.....	1,702	1,702	479	1,031	1,031
16	2,349	2,058	2,020	2,300	2,349	461	715	972
17	1,801	1,801	1,801	1,801	1,801	323	862	862
18	1,831	1,831	1,831	1,831	1,831	363	384	665
19	2,113	2,113	2,113	2,113	2,113	620	657	1,039
20	59,116	58,140	59,215	59,056	58,836	20,321	21,038	27,650
21	2,934	1,392	2,934	2,934	2,934	378	845	845
22	1,413	981	.....	981	981	325	325	594
	130,224	122,381	125,973	127,843	128,633	36,684	46,636	59,812
1	64	57	64	57	57	12	45	45
2	273	273	273	273	273	66	60	100
3	340	340	261	340	340	56	259	259
4	220	160	220	160	160	85	46	85
5	587	587	587	587	587	111	246	375
6	446	333	446	446	333	91	91	91
7	402	402	402	250	402	149	313	313
8	69	48	69	48	48	48	28	28
9	1,127	1,127	1,127	1,127	1,127	417	407	695
10	336	240	336	336	336	58	240	240
11	180	180	145	180	180	68	180	180
12	126	126	97	97	97	37	52	52
13	603	449	603	603	603	228	263	171
14	624	392	.....	624	624	127	210	127
15	691	405	691	567	567	104	72	169
16	1,428	1,428	1,428	1,428	1,428	299	1,428	1,428
17	187	187	187	165	187	27	120	120
18	384	284	334	384	369	83	131	131
19	138	109	138	109	109	31	12	12
20	577	577	577	577	577	124	74	228
21	744	744	.....	744	744	86	330	330
22	39	61	.....	104	104	16	16	61
23	406	406	406	406	406	78	406	406
24	405	405	405	405	405	106	199	199
25	976	976	976	976	976	68	976	976
26	548	444	548	362	444	129	89	40
27	320	200	320	320	320	47	88	148
28	1,163	934	1,163	967	860	424	383	506
29	570	279	.....	570	570	104	54	104
30	605	605	605	605	605	151	191	204
31	466	270	466	338	466	82	180	180
32	308	308	308	308	308	53	97	97
33	246	200	246	186	186	96	96	150

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Cities—Concluded	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration	Algebra
1 Belleville	1,846	1,846	1,846	.....	.....	.....
2 Kitchener (Berlin)	2,257	2,356	2,356	.....	.....	.....
3 Brantford	3,819	3,819	3,819	.....	.....	.....
4 Chatham	1,787	1,787	1,787	.....	.....	.....
5 Fort William	2,529	2,529	2,529	.....	.....	.....
6 Galt	1,726	1,773	1,579	.....	.....	.....
7 Guelph	1,899	1,946	2,077	131	131	.....
8 Hamilton	12,409	13,357	13,702	465	465	465
9 Kingston	2,820	2,820	2,820	.....	.....	.....
10 London	8,363	8,363	8,363	.....	.....	.....
11 Niagara Falls	1,347	1,683	1,683	.....	.....	.....
12 Ottawa	8,987	8,987	8,987	150	594	76
13 Peterborough	2,629	2,629	2,629	.....	.....	.....
14 Port Arthur	2,166	2,166	2,166	.....	.....	.....
15 St. Catharines	1,702	2,324	.....	.....	.....	.....
16 St. Thomas	2,335	2,349	2,416	.....	.....	.....
17 Sarnia	1,801	1,801	1,801	.....	.....	.....
18 Sault Ste. Marie	1,777	1,777	1,831	.....	.....	.....
19 Stratford	2,113	2,113	2,113	.....	.....	.....
20 Toronto	56,894	56,818	58,695	1,213	836	571
21 Windsor	2,934	2,934	2,934	.....	.....	.....
22 Woodstock	981	1,413	1,413	.....	.....	.....
Totals	125,121	127,590	127,546	1,959	2,026	1,112
Towns						
1 Alexandria	64	64	64	.....	.....	.....
2 Alliston	273	273	273	.....	.....	.....
3 Almonte	340	340	340	.....	.....	.....
4 Amherstburg	220	220	171	.....	.....	.....
5 Arnprior	587	587	587	.....	.....	.....
6 Aurora	446	446	446	.....	.....	.....
7 Aylmer	402	402	402	.....	402	.....
8 Bala	48	69	69	.....	.....	.....
9 Barrie	705	1,127	1,127	.....	.....	.....
10 Blenheim	240	336	336	.....	.....	.....
11 Blind River	180	180	180	.....	.....	.....
12 Bothwell	52	126	126	.....	.....	.....
13 Bowmanville	533	603	603	.....	.....	.....
14 Bracebridge	392	624	624	.....	.....	.....
15 Brampton	405	405	691	.....	.....	.....
16 Brockville	1,428	1,428	1,428	.....	.....	.....
17 Bruce Mines	187	187	187	.....	.....	.....
18 Burlington	233	334	334	.....	.....	.....
19 Cache Bay	12	138	138	12	.....	.....
20 Campbellford	577	577	577	74	.....	.....
21 Carleton Place	330	744	744	.....	.....	.....
22 Chariton	61	39	104	.....	.....	.....
23 Chesley	406	406	406	.....	.....	.....
24 Clinton	405	405	405	.....	.....	.....
25 Cobalt	976	976	976	.....	.....	.....
26 Cobourg	228	228	228	.....	.....	.....
27 Cochrane	320	320	320	47	4	4
28 Collingwood	1,046	1,103	1,163	.....	.....	.....
29 Copper Cliff	54	570	57	.....	.....	.....
30 Cornwall	605	605	605	.....	.....	.....
31 Deseronto	466	466	466	.....	.....	.....
32 Dresden	308	308	308	.....	.....	.....
33 Dryden	200	246	246	.....	.....	.....

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book, incl.)	German (beyond 4th Book)	German (Primer to 4th Book, incl.)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,125	79
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	120	116
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	579	443
4	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,415	925
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	241	254
6	.....	.....	.....	.....	.....	.....	.....	.....	.....	155	153
7	.....	.....	.....	.....	.....	.....	.....	131	.....	483	564
8	177	.....	.....	.....	.....	.....	4	465	.....	1,653	1,966
9	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,820	479
10	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,116	1,228
11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	.....	.....	.....	.....	.....	.....	32	594	.....	2,314	2,978
13	.....	.....	.....	.....	.....	.....	.....	.....	.....	140	130
14	.....	.....	.....	.....	.....	.....	.....	.....	.....	141	164
15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16	.....	.....	.....	.....	.....	.....	.....	.....	.....	494	515
17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18	.....	.....	.....	.....	.....	.....	.....	.....	.....	95	78
19	.....	.....	.....	.....	.....	.....	.....	.....	.....	526	521
20	234	.....	.....	75	.....	.....	.....	836	.....	50,551	21,550
21	.....	.....	.....	.....	.....	.....	.....	.....	.....	302	325
22	.....	.....	.....	.....	.....	.....	.....	.....	.....	325	325
	411	.....	.....	75	.....	.....	36	2,026	.....	64,595	32,793
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	13
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	24
9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
19	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
22	.....	.....	.....	.....	.....	.....	.....	.....	.....	39	.....
23	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
27	4	.....	.....	.....	.....	.....	4	4	.....	320	.....
28	.....	.....	.....	.....	.....	.....	.....	.....	.....	240	255
29	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
30	.....	.....	.....	.....	.....	.....	.....	.....	.....	466	264
31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Continued	Reading					
	Primer	1st Book	2nd Book	3rd Book	4th Book	Beyond 4th Book
34 Dundas	217	97	143	139	178	.....
35 Dunnville	172	69	92	83	96	.....
36 Durham	108	30	76	50	52	.....
37 Eastview	126	58	85	28	49	.....
38 Englehart	106	15	35	35	34	.....
39 Essex	67	56	85	53	49	.....
40 Ford	44	13	22	12	14	.....
41 Forest	58	46	38	62	60	.....
42 Fort Frances	72	59	57	51	59	.....
43 Frood Mine	44	7	15	7	5	2
44 Gananoque	190	117	175	174	135	.....
45 Goderich	108	59	138	154	181	.....
46 Gore Bay	33	23	44	33	35	12
47 Gravenhurst	125	60	83	72	80	.....
48 Haileybury	119	151	138	96	70	.....
49 Hanover	78	62	199	88	68	.....
50 Harriston	61	50	59	67	59	.....
51 Hawkesbury	67	24	34	46	47	.....
52 Hespeler	81	80	151	109	83	8
53 Huntsville	161	84	82	97	80	.....
54 Ingersoll	142	155	135	207	142	.....
55 Iroquois Falls	44	28	20	10	7	.....
56 Kearney	36	20	21	29	15	6
57 Keewatin	45	45	44	80	54	.....
58 Kenora	279	120	223	170	159	.....
59 Kincardine	44	33	63	37	61	.....
60 Kingsville	113	57	60	97	43	32
61 Latchford	24	12	7	12	13	1
62 Leamington	165	102	102	102	108	.....
63 Lindsay	254	132	215	213	196	.....
64 Listowel	94	40	63	107	106	.....
65 Little Current	139	55	41	33	40	.....
66 Massey	51	20	25	21	45	10
67 Matheson	35	8	20	23	27	2
68 Mattawa	5	17	9	2	20	4
69 Meaford	120	88	89	106	140	.....
70 Midland	427	228	287	257	189	.....
71 Milton	167	51	113	62	70	.....
72 Mitchell	43	30	43	85	91	.....
73 Mount Forest	80	40	45	84	39	.....
74 Napanee	144	54	136	103	118	.....
75 New Liskeard	135	83	147	80	80	.....
76 Newmarket	164	72	134	154	71	.....
77 Niagara	72	36	34	50	41	.....
78 North Bay	314	193	253	273	224	.....
79 Oakville	138	70	134	96	97	.....
80 Orangeville	87	57	77	78	109	.....
81 Orillia	327	249	298	278	335	.....
82 Oshawa	540	270	253	286	219	.....
83 Owen Sound	427	288	546	475	423	.....
84 Palmerston	105	58	85	57	50	.....
85 Paris	122	99	77	151	134	.....
86 Parkhill	31	17	40	44	36	.....
87 Parry Sound	301	122	207	191	153	.....
88 Pembroke	227	131	132	216	167	.....
89*Penetanguishene	251	127	204	146	101	.....
90 Perth	92	47	95	55	100	.....
91 Petrolea	181	114	82	196	143	.....
92 Picton	76	56	109	98	105	.....

*Including Protestant Separate School.

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
34	774	557	774	664	664	317	359	462
35	512	392	.....	233	512	137	95	138
36	316	255	264	316	316	52	101	198
37	346	346	346	346	346	49	49	77
38	225	225	225	225	225	69	69	35
39	310	243	310	243	243	102	49	102
40	61	48	.....	48	48	26	14	26
41	264	215	264	264	204	95	122	122
42	226	226	298	110	298	59	110	167
43	36	29	.....	29	29	7	7	14
44	791	601	554	791	791	237	135	484
45	640	640	640	628	628	383	411	411
46	180	147	168	180	180	47	68	124
47	420	334	420	420	397	160	199	229
48	574	455	574	432	574	70	166	304
49	495	495	495	495	495	68	114	156
50	296	296	296	296	296	126	59	126
51	218	218	218	218	218	47	93	151
52	512	512	.....	512	512	91	91	200
53	396	346	504	395	395	135	217	217
54	781	781	.....	781	781	142	80	349
55	109	109	109	109	109	7	65	65
56	106	71	.....	106	80	21	38	15
57	268	223	268	268	268	54	75	178
58	951	951	951	951	951	540	540	540
59	238	238	238	238	238	61	30	31
60	402	232	163	232	232	172	75	172
61	69	45	25	65	65	26	26	32
62	579	414	579	414	414	210	108	210
63	1,010	1,010	1,010	1,010	1,010	196	409	624
64	410	296	390	410	324	296	245	245
65	272	272	308	184	27	40	114	202
66	172	121	144	172	172	76	121	101
67	115	115	115	115	115	29	52	72
68	57	57	57	57	57	25	24	24
69	543	423	543	543	543	140	76	246
70	1,388	774	1,388	1,388	1,388	376	183	288
71	463	463	463	463	403	70	132	194
72	292	219	292	292	292	176	91	176
73	288	288	.....	168	168	123	39	123
74	555	555	555	555	555	221	555	555
75	525	525	463	525	525	116	271	354
76	595	431	595	595	595	71	359	359
77	233	233	233	233	233	91	91	91
78	1,257	1,257	1,257	1,257	1,257	224	388	382
79	535	535	535	535	535	103	397	397
80	408	355	408	408	408	148	148	148
81	1,487	1,264	1,487	1,487	1,487	335	513	814
82	1,568	829	1,568	925	925	219	322	207
83	2,073	1,691	1,661	1,606	1,803	423	594	932
84	355	355	.....	355	355	107	107	107
85	583	583	583	583	583	134	583	583
86	168	168	168	168	168	36	36	36
87	974	730	974	974	974	204	483	502
88	873	873	873	873	873	167	180	155
89	829	578	829	829	829	101	253	346
90	389	389	389	297	297	100	155	155
91	567	421	400	472	716	143	339	337
92	444	368	444	444	444	105	312	312

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Continued	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration	Algebra
34 Dundas	774	774	774	.....	.....	.....
35 Dunnville	512	512	458	.....	.....	.....
36 Durham	198	316	158	.....	.....	.....
37 Eastview	77	77	346	.....	.....	.....
38 Englehart	225	225	225	.....	.....	.....
39 Essex	310	310	310	.....	.....	.....
40 Ford	105	105	105	.....	.....	.....
41 Forest	264	264	264	.....	.....	.....
42 Fort Frances	226	298	.....	.....	.....	.....
43 Frood Mine	36	36	80	.....	2	2
44 Gananoque	791	791	791	.....	.....	.....
45 Goderich	538	538	640	.....	.....	.....
46 Gore Bay	168	168	180	12	12	12
47 Gravenhurst	420	420	420	.....	.....	.....
48 Haileybury	574	574	574	.....	.....	.....
49 Hanover	495	495	495	.....	.....	.....
50 Harriston	296	237	296	.....	.....	.....
51 Hawkesbury	218	218	218	.....	.....	.....
52 Hespeler	351	512	.....	8	8	8
53 Huntsville	315	395	504	.....	.....	.....
54 Ingersoll	781	781	781	80	.....	.....
55 Iroquois Falls	109	109	109	.....	.....	.....
56 Kearney	50	127	127	6	6	6
57 Keewatin	268	268	268	.....	.....	.....
58 Kenora	951	951	951	.....	.....	.....
59 Kincardine	238	238	238	.....	.....	.....
60 Kingsville	257	232	402	32	32	32
61 Latchford	32	32	52	.....	1	- 1
62 Leamington	579	579	579	.....	.....	.....
63 Lindsay	1,010	1,010	1,010	.....	.....	.....
64 Listowel	359	410	410	.....	.....	.....
65 Little Current	202	202	202	.....	.....	.....
66 Massey	111	157	172	22	22	22
67 Matheson	115	115	115	2	2	2
68 Mattawa	57	57	57	4	4	4
69 Meaford	543	543	543	.....	.....	.....
70 Midland	888	1,388	1,388	.....	.....	.....
71 Milton	463	463	463	.....	.....	.....
72 Mitchell	176	292	292	.....	.....	.....
73 Mount Forest	288	288	81	.....	.....	.....
74 Napanee	555	555	555	.....	.....	.....
75 New Liskeard	525	525	525	.....	.....	.....
76 Newmarket	595	595	595	.....	.....	.....
77 Niagara	233	233	233	.....	233	.....
78 North Bay	1,257	1,257	1,257	.....	.....	.....
79 Oakville	535	535	535	.....	.....	.....
80 Orangeville	408	408	408	.....	.....	.....
81 Orillia	1,487	1,487	1,487	.....	.....	.....
82 Oshawa	1,209	1,568	1,568	.....	.....	.....
83 Owen Sound	1,776	1,832	2,159	.....	.....	.....
84 Palmerston	355	355	.....	.....	.....	.....
85 Paris	583	583	583	.....	.....	.....
86 Parkhill	168	168	168	36	.....	.....
87 Parry Sound	974	974	974	.....	.....	.....
88 Pembroke	873	873	873	.....	.....	.....
89*Penetanguishene	829	829	829	.....	.....	.....
90 Perth	155	389	389	.....	.....	.....
91 Petrolea	337	716	716	.....	.....	.....
92 Picton	312	368	444	.....	.....	.....

*Including Protestant Separate School.

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book, incl.)	German (beyond 4th Book)	German (Primer to 4th Book, incl.)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science
34											
35											
36											
37											
38											
39										67	
40											
41											
42											
43	2	2					2				
44											
45											
46		10	9				12				
47											
48											
49											
50											
51											
52	8						8	8			
53											
54										179	170
55											
56							6				
57											
58											
59											
60	32	30					32				
61											
62											
63										386	386
64										88	55
65											
66	4	22	4				22	22			
67	2	2					2			115	
68	4						4				
69											
70											
71											
72											
73											
74											
75											
76											
77											
78										989	268
79											
80										207	
81											
82											
83										266	275
84											
85										67	291
86										88	
87										115	
88											
89											
90									389		
91										600	
92										444	

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Continued	Reading					
	Primer	1st Book	2nd Book	3rd Book	4th Book	Beyond 4th Book
93 Port Hope	206	131	113	171	149	.....
94 Powassan	41	32	46	29	38	.....
95 Prescott	83	29	79	43	113	.....
96 Preston	140	124	192	146	115	.....
97 Rainy River	158	37	57	49	19	26
98 Renfrew	131	64	116	94	119	.....
99 Ridgetown	100	41	90	86	72	.....
100 Rockland	21	15	11	10	17	.....
101 St. Mary's	163	81	78	163	147	.....
102 Sandwich	52	47	50	32	23	.....
103 Seaforth	51	40	60	62	52	.....
104 Simcoe	162	120	199	120	114	.....
105 Sioux Lookout	51	25	20	15	5	.....
106 Smith's Falls	340	185	275	180	170	.....
107 Southampton	73	35	94	99	66	.....
108 Stayner	43	46	43	26	41	.....
109 Steelton	341	132	176	131	83	.....
110 Strathroy	94	51	112	108	126	.....
111 Sturgeon Falls	96	22	43	55	20	.....
112 Sudbury	207	104	120	148	110	.....
113 Thessalon	120	69	72	71	70	.....
114 Thornbury	34	17	35	28	35	.....
115 Thorold	235	72	149	126	94	.....
116 Tilbury	41	12	29	41	35	.....
117 Tillsonburg	131	78	94	100	170	.....
118 Timmins	95	18	24	18	9	.....
119 Trenton	222	134	133	179	95	.....
120 Trout Creek	28	11	30	19	16	8
121 Uxbridge	77	26	32	57	38	.....
122 Vankleek Hill	44	17	24	24	42	.....
123 Walkerton	77	43	61	69	52	.....
124 Walkerville	192	112	138	118	142	.....
125 Wallaceburg	163	104	81	152	128	.....
126 Waterloo	98	84	134	172	144	.....
127 Webbwood	67	24	41	32	31	.....
128 Welland	353	207	273	259	172	.....
129 Weston	71	111	99	96	107	.....
130 Whitby	120	47	77	89	86	.....
131 Wiarton	93	70	101	126	98	.....
132 Wingham	57	55	94	90	78	.....
Totals	17,374	9,688	13,128	12,905	11,730	115
Totals						
1 Rural Schools	57,698	29,017	42,594	41,328	40,480	3,131
2 Cities	29,482	18,942	29,076	29,060	23,682	2,026
3 Towns	17,374	9,688	13,128	12,905	11,730	115
4 Villages	6,837	3,730	5,321	4,983	5,012	254
5 Grand Totals, 1915	111,391	61,377	90,119	88,276	80,904	5,526
6 Grand Totals, 1914	111,815	60,441	87,912	84,755	77,264	5,380
7 Increases	.....	936	2,207	3,521	3,640	146
8 Decreases	424	.....	.....	.....	.....	.....
9 Percentages	25.45	14.02	20.59	20.17	18.49	1.26

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
93	770	770	770	564	433	320	80	149
94	186	145	186	186	186	67	67	67
95	347	283	347	347	347	91	71	235
96	717	717	717	717	717	261	261	115
97	346	188	346	346	346	45	188	188
98	524	393	524	524	524	119	311	311
99	389	389	389	248	389	72	208	208
100	74	74	74	74	74	17	38	38
101	632	388	388	388	632	310	147	310
102	204	204	204	204	204	23	55	55
103	214	214	265	214	214	52	114	114
104	715	715	715	715	715	114	324	308
105	116	65	90	65	65	26	3	2
106	900	690	1,150	1,150	960	610	70	80
107	367	367	367	367	367	66	259	259
108	156	156	.....	156	156	67	67	110
109	863	863	863	863	863	83	55	79
110	491	491	491	397	491	126	448	491
111	236	236	236	236	236	20	53	22
112	689	689	689	689	689	103	115	100
113	402	272	402	272	203	70	36	34
114	149	115	149	98	98	50	35	50
115	676	369	584	584	676	369	83	220
116	158	105	158	105	158	90	105	105
117	573	442	573	573	573	173	121	132
118	164	69	164	164	164	27	.....	69
119	763	763	763	763	763	95	95	274
120	112	84	112	112	112	24	112	112
121	230	230	230	230	230	38	95	95
122	151	100	151	151	151	43	37	43
123	302	302	302	244	202	84	84	89
124	702	443	702	482	482	142	142	260
125	628	465	628	628	628	128	280	361
126	632	632	632	450	632	316	90	144
127	195	121	195	195	195	31	104	104
128	1,264	911	1,264	1,264	1,264	482	482	482
129	484	302	484	484	302	203	107	144
130	374	299	419	324	299	104	157	157
131	488	325	390	395	395	93	59	93
132	374	374	374	374	374	128	168	168
	63,878	56,118	57,730	58,923	59,877	17,048	23,845	29,029
1	203,736	162,514	148,039	181,640	179,806	60,297	76,661	92,266
2	130,224	122,381	125,973	127,843	128,633	36,684	46,636	59,812
3	63,878	56,118	57,730	58,923	59,877	17,048	23,845	29,029
4	25,325	21,623	21,863	23,464	23,651	7,834	9,467	11,290
5	423,163	362,636	353,605	391,870	391,967	121,863	156,609	192,397
6	410,883	354,829	329,851	374,266	376,382	131,712	160,400	194,055
7	12,280	7,807	23,754	17,604	15,585	.....	.....	.....
8	.....	.....	.....	.....	.....	9,849	3,791	1,658
9	96.70	82.87	80.80	89.55	89.57	27.84	35.78	43.96

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II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Concluded	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration	Algebra
93 Port Hope	770	770	770	.....	.....	.....
94 Powassan	186	186	186	67	.....	.....
95 Prescott	347	347	347	.....	.....	.....
96 Preston	261	717	717	.....	.....	.....
97 Rainy River	320	320	346	.....	26	26
98 Renfrew	411	524	524	.....	.....	.....
99 Ridgetown	389	389	389	.....	.....	.....
100 Rockland	74	74	74	.....	.....	.....
101 St. Mary's	310	632	388	.....	.....	.....
102 Sandwich	204	204	204	.....	.....	.....
103 Seaforth	114	214	214	.....	.....	.....
104 Simcoe	715	715	715	68	.....	.....
105 Sioux Lookout	26	65	116	.....	.....	.....
106 Smith's Falls	860	740	1,150	.....	.....	.....
107 Southampton	367	367	367	.....	.....	.....
108 Stayner	67	110	156	.....	.....	.....
109 Steelton	245	863	863	.....	.....	.....
110 Strathroy	491	491	491	.....	.....	.....
111 Sturgeon Falls	236	236	236	.....	.....	.....
112 Sudbury	689	689	689	.....	.....	.....
113 Thessalon	203	402	402	2	.....	.....
114 Thornbury	149	98	149	.....	.....	.....
115 Thorold	262	469	595	.....	.....	.....
116 Tilbury	105	105	158	.....	.....	.....
117 Tillsonburg	442	442	573	.....	.....	.....
118 Timmins	164	164	164	9	.....	.....
119 Trenton	763	763	763	.....	.....	.....
120 Trout Creek	112	112	43	8	8	8
121 Uxbridge	230	230	230	.....	.....	.....
122 Vankleek Hill	151	151	151	.....	.....	.....
123 Walkerton	213	147	208	.....	.....	.....
124 Walkerville	298	702	702	.....	.....	.....
125 Wallaceburg	465	465	628	.....	.....	.....
126 Waterloo	316	632	632	.....	.....	.....
127 Webbwood	104	195	195	.....	.....	.....
128 Welland	911	1,264	1,264	.....	.....	.....
129 Weston	203	413	484	.....	.....	.....
130 Whitby	239	259	384	.....	.....	.....
131 Wiarton	264	488	488	.....	.....	.....
132 Wingham	374	374	374	.....	.....	.....
Totals	53,315	61,167	61,636	489	762	127
Totals						
1 Rural Schools	159,047	188,462	191,369	3,242	2,680	2,501
2 Cities	125,121	127,590	127,546	1,959	2,026	1,112
3 Towns	53,315	61,167	61,636	489	762	127
4 Villages	20,758	23,548	23,201	507	268	230
5 Grand Totals, 1915	358,241	400,767	403,752	6,197	5,736	3,970
6 Grand Totals, 1914	345,098	389,914	389,636	8,899	5,362	3,194
7 Increases	13,143	10,853	14,116	.....	374	776
8 Decreases	.....	.....	.....	2,702	.....	.....
9 Percentages	81.86	91.58	92.26	1.41	1.31	.90

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Concluded

	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book, incl.)	German (beyond 4th Book)	German (Primer to 4th Book, incl.)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science
93	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94	.....	.....	.....	.....	.....	.....	.....	.....	.....	78	.....
95	.....	.....	.....	.....	.....	.....	.....	.....	.....	234	148
96	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97	17	23	21	.....	.....	.....	26	.....	.....	.....	.....
98	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
101	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
102	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
103	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
104	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
105	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
106	.....	.....	.....	.....	.....	.....	.....	.....	.....	130	325
107	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
108	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
109	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
110	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
111	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
112	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
113	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
114	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
115	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
116	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
117	.....	.....	.....	.....	.....	.....	.....	.....	.....	573	364
118	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
119	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
120	.....	.....	.....	.....	.....	.....	8	8	.....	.....	.....
121	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
122	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
123	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
124	.....	.....	.....	.....	.....	.....	.....	.....	.....	91	98
125	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
126	.....	.....	.....	.....	.....	632	.....	.....	.....	59	31
127	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
128	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
129	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
130	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
131	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
132	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	73	89	34	.....	.....	632	126	42	389	5,856	2,967
1	1,299	877	356	3,369	8	11	1,452	608	17,649	11,903	2,473
2	411	.....	.....	75	.....	.....	36	2,026	.....	64,595	32,798
3	73	89	34	.....	.....	632	126	42	389	5,856	2,967
4	152	122	83	232	8	.....	206	34	1,350	1,598	110
5	1,935	1,088	473	3,676	16	643	1,820	2,710	19,388	83,952	38,343
6	2,503	862	689	4,040	18	2,282	2,232	2,814	17,054	79,954	34,704
7	.....	226	.....	.....	.....	.....	.....	.....	2,334	3,998	3,639
8	568	.....	216	364	2	1,639	412	104	.....	.....	.....
9	.44	.24	.10	.84	.....	.14	.41	.61	4.43	19.18	8.76

THE PUBLIC

III. TABLE C—TEACHERS, SALARIES,

Rural Schools	Teachers			Salaries	
	Number of Teachers	Male	Female	Highest salary, male	Highest salary, female
1 Brant	87	12	75	$1,000	$850
2 Bruce	175	29	146	1,000	750
3 Carleton	145	16	129	1,000	850
4 Dufferin	93	12	81	750	650
5 Dundas	83	21	62	900	715
6 Elgin	118	15	103	800	750
7 Essex	120	26	94	1,000	750
8 Frontenac	148	20	128	800	700
9 Glengarry	79	11	68	650	650
10 Grey	229	43	186	875	700
11 Haldimand	77	17	60	900	700
12 Haliburton	61	6	55	900	600
13 Halton	60	3	57	700	750
14 Hastings	193	35	158	1,000	750
15 Huron	199	37	162	1,000	1,050
16 Kent	139	12	127	750	750
17 Lambton	175	29	146	975	700
18 Lanark	126	9	117	625	675
19 Leeds and Grenville	233	36	197	800	700
20 Lennox and Addington	118	12	106	650	650
21 Lincoln	75	12	63	850	800
22 Middlesex	198	30	168	725	725
23 Norfolk	104	21	83	750	700
24 Northumberland and Durham	210	38	172	850	725
25 Ontario	129	20	109	800	700
26 Oxford	130	26	104	900	785
27 Peel	81	11	70	800	760
28 Perth	120	20	100	825	750
29 Peterborough	107	18	89	650	700
30 Prescott and Russell	99	11	88	900	800
31 Prince Edward	77	11	66	750	700
32 Renfrew	162	13	149	800	700
33 Simcoe	228	48	180	900	700
34 Stormont	82	3	79	650	750
35 Victoria	113	16	97	750	670
36 Waterloo	101	25	76	900	750
37 Welland	98	18	80	1,200	800
38 Wellington	152	22	130	1,225	725
39 Wentworth	109	16	93	1,100	750
40 York	259	35	224	1,450	1,000
41 Algoma	74	14	60	750	700
42 Kenora	17	6	11	600	600
43 Manitoulin	47	10	37	700	650
44 Muskoka	109	11	98	600	625
45 Nipissing	54	5	49	600	650
46 Parry Sound	130	19	111	1,000	700
47 Rainy River	44	13	31	850	700
48 Sudbury	58	10	48	1,000	700
49 Timiskaming	70	18	52	1,150	850
50 Thunder Bay, etc	57	18	39	1,300	900
1 Totals, Rural Schools	5,952	939	5,013	1,450	1,050
2 " Cities	2,711	409	2,302	2,400	2,000
3 " Towns	1,274	143	1,131	1,800	1,200
4 " Villages	524	93	431	1,825	875
5 Grand Totals, 1915	10,461	1,584	8,877	2,400	2,000
6 Grand Totals, 1914	10,202	1,536	8,666	2,400	2,000
7 Increases	259	48	211	.....	.....
8 Decreases	.....	.....	.....	.....	.....
9 Percentages	.....	15.14	84.85	.....	.....

SCHOOLS—Continued

CERTIFICATES, EXPERIENCE, ETC.

Salaries—Continued

	Average salary of male teachers	Average salary of female teachers	Average salary, male teachers with I Class certificates	Average salary, female teachers with I Class certificates	Average salary, male teachers with II Class certificates	Average salary, female teachers with II Class certificates	Average salary, male teachers with III or District certificates
1	$702	$587	.....	$616	$732	$584	$550
2	594	576	$600	600	636	597	514
3	652	565	600	650	675	587	600
4	579	578	675	600	608	596	539
5	677	604	600	550	681	605	.....
6	668	588	.....	629	668	591	.....
7	656	593	.....	644	678	605	596
8	483	450	800	558	600	576	467
9	536	530	.....	550	600	587	512
10	594	565	675	550	630	593	530
11	628	562	900	600	621	576	581
12	558	377	.....	.....	800	550	467
13	650	607	.....	580	650	512	.....
14	596	531	725	610	669	605	497
15	650	580	662	695	653	582	500
16	641	618	725	626	641	619	550
17	643	595	656	597	649	599	550
18	471	468	.....	600	.....	561	504
19	522	503	700	550	625	563	484
20	479	463	.....	562	600	574	521
21	690	587	600	656	710	590	575
22	614	581	.....	590	614	582	.....
23	615	563	600	587	642	574	540
24	636	567	633	630	648	581	600
25	632	579	600	579	637	590	625
26	712	598	787	652	706	595	.....
27	648	594	633	590	653	602	.....
28	673	594	675	625	673	596	.....
29	546	526	600	.....	605	577	532
30	566	505	.....	675	733	542	504
31	562	535	.....	625	655	564	484
32	550	476	.....	642	694	556	518
33	631	569	629	578	648	594	603
34	608	552	.....	.....	637	572	550
35	628	559	.....	550	662	595	525
36	674	598	700	600	670	603	.....
37	697	571	.....	629	719	567	525
38	653	597	875	627	673	600	542
39	743	597	700	616	746	600	.....
40	771	613	1,350	631	767	618	550
41	572	488	.....	.....	603	587	516
42	547	484	.....	.....	550	450	545
43	466	465	.....	650	562	575	456
44	484	408	.....	.....	600	504	475
45	515	418	.....	.....	600	567	494
46	538	451	750	600	720	531	437
47	609	529	850	.....	740	589	550
48	770	475	800	700	810	580	800
49	643	559	900	700	860	630	567
50	589	579	.....	800	640	657	610
1	621	549	703	616	669	591	526
2	1,502	779	1,629	755	1,288	783	.....
3	1,067	586	1,212	583	1,040	588	650
4	840	540	1,080	563	813	545	400
5	902	613	1,433	668	830	647	526
6	875	604	1,411	674	834	645	553
7	27	9	22	.....	.....	2	.....
8	.....	.....	.....	6	4	.....	27
9	.....	.....	.....	.....	.....	.....	.....

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III. TABLE C—TEACHERS, SALARIES,

Rural Schools—Continued	Salaries—Continued			Number who have ever attended a Model School in Ontario
	Average salary, female teachers with III or District certificates	Average salary, male teachers with Temporary certificates	Average salary, female teachers with Temporary certificates	
1 Brant	.....	.....	.....	10
2 Bruce	$481	$462	$418	23
3 Carleton	481	450	453	23
4 Dufferin	541	.....	.....	27
5 Dundas	600	.....	.....	17
6 Elgin	508	.....	.....	13
7 Essex	506	.....	450	21
8 Frontenac	428	325	352	96
9 Glengarry	484	.....	500	38
10 Grey	517	.....	417	95
11 Haldimand	523	.....	.....	27
12 Haliburton	396	350	346	20
13 Halton	550	.....	.....	13
14 Hastings	470	456	413	89
15 Huron	525	.....	425	62
16 Kent	565	.....	.....	14
17 Lambton	508	.....	.....	29
18 Lanark	432	445	388	57
19 Leeds and Grenville	459	450	403	119
20 Lennox and Addington	439	405	379	52
21 Lincoln	512	.....	.....	16
22 Middlesex	500	.....	.....	25
23 Norfolk	498	.....	.....	36
24 Northumberland & Durham	520	.....	479	67
25 Ontario	492	.....	500	9
26 Oxford	500	.....	.....	18
27 Peel	481	.....	.....	2
28 Perth	508	.....	.....	13
29 Peterborough	495	358	378	34
30 Prescott and Russell	481	.....	429	51
31 Prince Edward	469	.....	.....	28
32 Renfrew	461	372	393	103
33 Simcoe	508	542	512	60
34 Stormont	494	.....	.....	36
35 Victoria	486	.....	358	31
36 Waterloo	483	.....	.....	26
37 Welland	554	.....	.....	31
38 Wellington	556	.....	525	31
39 Wentworth	543	.....	.....	7
40 York	509	.....	.....	77
41 Algoma	488	.....	432	50
42 Kenora	490	550	494	9
43 Manitoulin	463	400	399	30
44 Muskoka	411	445	370	62
45 Nipissing	442	.....	358	19
46 Parry Sound	440	500	407	83
47 Rainy River	557	530	475	21
48 Sudbury	507	450	401	20
49 Timiskaming	521	496	523	27
50 Thunder Bay, etc	551	433	531	37
1 Totals, Rural Schools	476	454	405	1,904
2 " Cities	691	.....	.....	1,637
3 " Towns	545	.....	662	611
4 " Villages	454	.....	500	186
5 Grand Totals, 1915	479	454	408	4,338
6 Grand Totals, 1914	494	457	412	4,418
7 Increases	.....	.....	.....	.....
8 Decreases	15	3	4	80
9 Percentages	.....	.....	.....	41.46

SCHOOLS—Continued

CERTIFICATES, EXPERIENCE, ETC.—Continued

	Number who have ever attended a Normal School in Ontario	Number who have ever attended the Normal College or F. of E. in Ontario	Number of University Graduates	Certificates				
				1st Class or Interim 1st Class	2nd Class or Interim 2nd Class	3rd Class	District	Temporary
1	77	8	.....	8	77	2	.....	.....
2	136	7	.....	7	136	20	3	9
3	111	7	1	7	108	17	3	10
4	61	5	.....	6	54	33	.....	.....
5	79	3	.....	3	79	.....	1	.....
6	109	4	.....	6	106	6	.....	.....
7	89	9	.....	8	91	20	.....	1
8	40	4	.....	4	34	39	39	32
9	35	1	1	2	32	42	1	2
10	143	7	.....	7	143	75	1	3
11	54	3	.....	3	53	21	.....	.....
12	4	.....	.....	.....	4	10	18	29
13	54	5	.....	6	53	1	.....	.....
14	95	8	1	8	91	42	29	23
15	175	8	.....	9	174	15	.....	1
16	115	20	.....	20	114	5	.....	.....
17	154	16	1	17	150	7	1	.....
18	42	2	1	2	41	37	10	36
19	100	5	3	5	97	112	1	18
20	28	7	.....	6	27	38	13	34
21	71	5	.....	5	63	7	.....	.....
22	193	5	.....	5	192	1	.....	.....
23	80	9	2	9	76	18	1	.....
24	151	13	.....	13	146	43	2	6
25	112	8	.....	8	108	12	.....	1
26	101	10	.....	10	119	1	.....	.....
27	69	10	.....	8	69	4	.....	.....
28	114	3	.....	3	114	3	.....	.....
29	63	1	.....	1	53	30	9	14
30	43	6	2	6	36	36	.....	21
31	41	7	3	6	41	30	.....	.....
32	38	4	2	3	36	76	25	22
33	157	13	2	15	151	55	.....	7
34	64	1	.....	.....	61	20	1	.....
35	81	2	.....	2	79	26	3	3
36	88	8	.....	7	91	3	.....	.....
37	87	5	1	6	85	7	.....	.....
38	118	17	.....	16	114	21	.....	1
39	96	7	2	8	94	7	.....	.....
40	231	17	3	17	229	13	.....	.....
41	13	.....	.....	.....	15	27	22	10
42	3	.....	.....	.....	3	5	4	5
43	4	1	.....	1	4	12	23	7
44	9	.....	.....	.....	8	35	40	26
45	7	.....	.....	.....	7	12	12	23
46	22	4	.....	4	21	44	37	24
47	7	1	.....	1	7	6	13	17
48	12	2	.....	2	12	17	5	22
49	22	3	.....	2	21	23	3	21
50	12	2	.....	2	12	20	12	11
1	3,812	293	25	294	3,731	1,156	332	439
2	2,251	513	103	540	2,158	13	.....	.....
3	1,123	113	8	125	1,100	41	4	4
4	451	47	7	45	450	23	5	1
5	7,637	966	143	1,004	7,439	1,233	341	444
6	7,030	803	108	846	6,859	1,461	298	738
7	607	163	35	158	580	.....	43	.....
8	.....	.....	.....	.....	.....	228	.....	294
9	73.	9.23	1.36	9.59	71.11	11.78	3.26	4.24

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III. TABLE C—TEACHERS, SALARIES,

Experience

—	Average experience in years of male teachers	Average experience in years of female teachers	Average experience in years of all teachers	Average experience, male teachers with I Class certificates	Average experience, female teachers with I Class certificates
1 Totals, Rural Schools	8.15	4.18	4.81	6.55	3.44
2 " Cities	16.63	12.92	13.48	15.09	8.28
3 " Towns	19.02	10.18	11.18	21.01	6.62
4 " Villages	16.92	8.44	9.95	6.81	2.53
5 Grand Totals, 1915	11.84	7.42	8.09	13.88	5.97
6 Grand Totals, 1914	11.25	7.28	7.88	13.27	6.52
7 Increases	.59	.14	.21	.61	.....
8 Decreases	.....	.....	.....	.....	.55
9 Percentages	.....	.....	.....	.....	.....

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III. TABLE C—TEACHERS, SALARIES,

Experience—Continued

—	2 Years, but less than 3 Years	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years	9 Years	10 Years	11 Years	12 Years	13 Years	14 Years	15 Years	16 Years
1 Totals, Rural Sch's	856	596	403	305	296	203	144	97	104	73	72	34	43	52	41
2 " Cities	125	152	141	144	160	113	129	102	107	84	80	92	95	80	75
3 " Towns	113	101	83	75	86	80	54	35	44	29	29	26	40	30	29
4 " Villages	37	65	35	31	31	31	23	12	10	12	13	12	4	6	8
5 Grand Totals, 1915	1,131	914	662	555	573	427	350	246	265	198	194	164	182	168	153
6 Grand Totals, 1914	1,078	772	577	689	529	395	308	240	260	182	194	204	154	179	150
7 Increases	53	142	85	....	44	32	42	6	5	16	....	....	28	....	3
8 Decreases	.....	.....	....	134	....	....	....	....	....	....	....	40	....	11	....
9 Percentages	10.81	8.74	6.33	5.3	5.48	4.08	3.35	2.35	2.53	1.89	1.85	1.57	1.74	1.61	1.46

SCHOOLS—Continued

CERTIFICATES, EXPERIENCE, ETC.—Continued

Experience—Continued

	Average experience, male teachers with II Class certificates	Average experience, female teachers with II Class certificates	Average experience, male teachers with III or District certificates	Average experience, female teachers with III or District certificates	Average experience, male teachers with Temporary certificates	Average experience, female teachers with Temporary certificates	Number of teachers who at end of year had taught less than a year	One year but less than two years
1	10.34	4.72	4.73	3.76	2.17	1.60	1,183	1,088
2	19.21	13.45	.....	32.23	.....	.....	40	87
3	18.57	10.40	21.25	13.86	.....	5.25	52	71
4	18.29	8.96	16.50	9.10	.....	1.50	34	45
5	13.52	8.51	4.84	4.48	2.17	1.64	1,309	1,291
6	13.80	8.63	4.69	4.46	1.45	1.78	1,396	1,365
7	.....	.....	.15	.02	.72	.....	.....	.....
8	.28	.12	.....	.....	.....	.14	87	74
9	.....	.....	.....	.....	.....	.....	12.51	12.34

SCHOOLS—Continued

CERTIFICATES, EXPERIENCE, ETC.—Concluded

Experience—Concluded

	17 Years	18 Years	19 Years	20 Years	21 Years	22 Years	23 Years	24 Years	25 Years	26 Years	27 Years	28 Years	29 Years	30 Years	31 Years	32 Years	33 Years	34 Years	35 Years	36 Years	37 Years	38 Years	39 Years	40 Years or over
1	40	36	28	44	20	25	15	14	14	16	12	6	6	14	15	10	1	7	10	3	3	6	4	13
2	82	60	59	40	49	48	43	51	38	24	40	56	43	51	33	30	24	23	14	22	22	7	10	36
3	25	19	22	19	19	14	14	7	20	18	15	12	7	10	11	6	8	5	8	5	2	4	4	23
4	7	18	8	9	7	5	1	4	4	3	4	3	6	9	3	1	6	1	5	3	1	1	...	6
5	154	133	117	112	95	92	73	76	76	61	71	77	62	84	62	47	39	36	37	33	28	18	18	78
6	138	122	77	103	99	86	72	75	63	76	84	72	65	63	45	42	33	35	44	23	21	15	9	68
7	16	11	40	9	...	6	1	1	13	...	...	5	...	21	17	5	6	1	...	10	7	3	9	10
8	....	....	....	....	4	...	...	...	...	15	13	...	3	...	...	...	...	...	7	...	...	...	...	....
9	1.47	1.27	1.12	1.07	.91	.88	.69	.72	.72	.58	.68	.73	.59	.8	.59	.45	.37	.34	.35	.31	.26	.17	.17	.74

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IV. TABLE D—SCHOOL

Rural Schools	School Houses						School Visits				
	Number of Schools	Brick	Stone	Concrete	Frame	Log	By Inspectors	By Trustees	By Clergymen	By other persons	Total
1 Brant	62	49	2	1	10	.....	158	86	27	405	676
2 Bruce	167	113	16	1	37	.....	346	74	19	121	560
3 Carleton	118	32	17	6	59	4	241	50	25	161	477
4 Dufferin	92	63	4	2	23	.....	188	60	29	92	369
5 Dundas	75	8	8	2	57	.....	182	55	23	130	390
6 Elgin	104	84	.....	....	20	.....	264	119	29	192	604
7 Essex	108	40	3	4	61	.....	233	90	40	107	470
8 Frontenac	144	13	20	....	106	5	334	115	39	82	570
9 Glengarry	75	4	.....	3	68	.....	195	37	26	43	301
10 Grey	222	128	50	2	41	1	449	120	72	199	840
11 Haldimand	74	64	.....	2	8	.....	154	76	3	108	341
12 Haliburton	59	2	3	....	48	6	120	63	69	195	447
13 Halton	57	30	13	5	9	.....	129	44	7	74	254
14 Hastings	178	59	14	2	102	1	401	160	83	1,062	1,706
15 Huron	184	117	8	4	55	.....	396	168	49	543	1,156
16 Kent	131	91	.....	....	40	.....	288	71	67	230	656
17 Lambton	167	94	1	1	71	.....	352	101	81	322	856
18 Lanark	121	20	12	....	84	5	257	66	32	321	676
19 Leeds & Grenville	223	63	73	3	80	4	442	80	27	176	725
20 Lennox and Addington	111	22	7	4	77	1	230	102	32	148	512
21 Lincoln	64	34	7	1	22	.....	131	84	23	579	817
22 Middlesex	182	142	.....	....	40	.....	386	137	50	273	846
23 Norfolk	98	68	6	5	19	.....	234	68	17	149	468
24 Northumberland & Durham	203	142	10	3	48	.....	450	218	76	475	1,219
25 Ontario	117	76	1	1	39	.....	272	82	49	153	556
26 Oxford	107	90	4	1	12	.....	287	150	36	132	605
27 Peel	74	53	7	4	10	.....	181	108	29	147	465
28 Perth	111	91	5	....	15	.....	309	195	163	245	912
29 Peterborough	99	48	3	3	40	5	242	66	64	147	519
30 Prescott and Russell	84	10	.....	1	63	10	177	61	45	111	394

SCHOOLS—Continued

HOUSES, PRAYERS, ETC.

	Maps and Globes		Examinations, Prizes		Lectures								
	Number of Maps	Number of Globes	Number of Schools holding Public Examinations	Number of Schools distributing Prizes or Merit Cards	By Inspectors	By other persons	Total	Number of Trees planted on Arbor Day	Number of Schools using authorized Scripture Selections	Number of Schools using the Bible	Number of Schools in which passages are memorized	Number of Schools opened and closed with Prayer	No. of Schools where Religious Instruction is given by Clergymen or their representatives
1	799	75	31	14	.....	3	3	7	32	52	9	62	.....
2	1,948	181	79	18	.....	.....	.....	65	82	141	65	164	.....
3	1,199	119	25	19	.....	2	2	103	55	83	13	117	.....
4	916	91	16	12	2	.....	2	153	40	82	24	88	.....
5	858	95	25	7	.....	7	7	29	39	49	16	71	5
6	1,168	119	33	10	.....	4	4	84	57	69	19	97	3
7	1,298	118	42	16	.....	4	4	68	41	76	86	86	6
8	931	138	38	35	3	5	8	106	52	114	45	141	6
9	730	80	11	13	2	.....	2	104	24	16	9	66	3
10	2,544	243	32	18	1	1	2	197	77	187	62	214	3
11	886	89	25	5	1	.....	1	13	45	42	31	74	.....
12	470	56	10	14	.....	2	2	66	35	42	20	55	10
13	697	64	20	15	.....	.....	.....	40	24	46	17	56	.....
14	2,100	194	80	50	25	7	32	201	75	136	32	173	9
15	1,945	198	63	26	.....	6	6	216	95	154	54	180	.....
16	1,563	140	123	3	1	1	2	55	81	89	38	129	2
17	1,899	177	56	33	.....	4	4	101	83	112	73	165	.....
18	1,010	123	45	34	11	41	52	83	92	40	15	119	.....
19	2,187	224	43	29	.....	.....	.....	69	118	96	20	198	.....
20	1,057	123	20	19	1	.....	1	76	34	62	30	106	1
21	645	79	24	7	3	7	10	50	39	37	21	63	.....
22	2,176	213	87	38	.....	9	9	31	81	139	87	182	2
23	965	104	25	16	1	1	2	88	53	71	32	81	1
24	2,119	215	68	28	5	5	10	95	108	136	51	187	5
25	1,313	122	30	15	.....	6	6	90	47	84	27	111	1
26	1,355	127	41	20	.....	3	3	25	64	49	30	105	1
27	967	77	5	12	5	5	10	78	28	44	17	73	.....
28	1,380	126	68	3	26	11	37	68	86	53	21	104	.....
29	770	98	39	21	.....	2	2	26	29	56	21	85	2
30	865	90	14	14	.....	1	1	113	24	38	13	79	2

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IV. TABLE D—SCHOOL

Rural Schools—Concluded	School Houses						School Visits				
	Number of Schools	Brick	Stone	Concrete	Frame	Log	By Inspectors	By Trustees	By Clergymen	By other persons	Total
31 Prince Edward	76	35	12	1	28	.....	183	58	16	153	410
32 Renfrew	151	49	1	3	85	13	356	111	62	138	667
33 Simcoe	208	140	2	17	49	.....	455	191	65	217	928
34 Stormont	75	2	.....	2	70	1	184	19	18	92	313
35 Victoria	104	74	4	....	26	.....	280	86	65	191	622
36 Waterloo	82	64	13	....	5	.....	212	168	19	404	803
37 Welland	78	47	6	5	20	.....	195	75	21	266	557
38 Wellington	141	93	37	4	7	.....	339	136	59	224	758
39 Wentworth	75	53	14	1	7	.....	218	112	44	198	572
40 York	161	122	1	2	36	.....	311	235	71	243	860
41 Algoma	72	9	1	2	56	4	155	90	30	140	415
42 Kenora	17	.....	.....	....	14	3	27	32	5	17	81
43 Manitoulin	45	3	2	7	30	3	98	30	36	59	223
44 Muskoka	105	25	2	1	67	10	212	86	65	155	518
45 Nipissing	51	3	.....	....	39	9	75	53	54	82	264
46 Parry Sound	119	13	2	3	86	15	247	123	59	264	693
47 Rainy River	43	1	.....	1	31	10	80	53	24	186	343
48 Sudbury	55	4	.....	....	48	3	100	79	55	28	262
49 Timiskaming	64	3	.....	....	54	7	124	94	66	64	348
50 Thunder Bay, etc.	49	6	.....	....	36	7	90	123	42	109	364
Totals											
1 Rural Schools	5,382	2,596	391	110	2,158	127	11,969	4,860	2,207	10,352	29,388
2 Cities	287	262	18	....	7	.....	5,418	2,148	415	13,594	21,575
3 Towns	233	176	18	2	37	.....	2,111	1,319	339	3,257	7,026
4 Villages	161	135	9	1	16	.....	907	467	194	813	2,381
5 Grand Totals, 1915.	6,063	3,169	436	113	2,218	127	20,405	8,794	3,155	28,016	60,370
6 Grand Totals, 1914.	6,031	3,126	441	117	2,214	133	20,078	9,185	2,933	28,840	61.036
7 Increases	32	43	.....	....	4	.....	327	.....	222	.....	.....
8 Decreases	.....	.....	5	4	.....	6	.....	391	.....	824	666
9 Percentages	.....	52.27	7.19	1.86	36.58	2.09	33.80	14.56	5.22	46.41	.....

SCHOOLS—Continued

HOUSES, PRAYERS, ETC.—Concluded

	Maps and Globes		Examinations, Prizes		Lectures			Number of Trees planted on Arbor Day	Number of Schools using authorized Scripture Selections	Number of Schools using the Bible	Number of Schools in which passages are memorized	Number of Schools opened and closed with Prayer	No. of Schools where Religious Instruction is given by Clergymen or their representatives
	Number of Maps	Number of Globes	Number of Schools holding Public Examinations	Number of Schools distributing Prizes or Merit Cards	By Inspectors	By other persons	Total						
31	897	79	22	6	3	1	4	6	39	43	24	76	3
32	1,232	166	32	44	1	9	10	222	45	56	23	147	7
33	2,129	210	37	15	.....	8	8	171	79	162	42	192	8
34	732	82	14	.....	.....	.....	.....	56	40	37	19	75	1
35	1,057	105	8	4	.....	.....	.....	22	37	63	22	94	.....
36	963	92	48	7	.....	3	3	47	62	35	31	82	1
37	783	85	26	14	1	3	4	68	19	58	26	77	.....
38	1,646	152	30	25	2	2	4	58	80	85	39	131	6
39	795	457	26	14	.....	8	8	100	36	52	18	73	2
40	1,642	171	56	32	.....	8	8	252	85	125	67	156	6
41	591	70	16	9	.....	1	1	76	61	62	23	70	.....
42	74	11	6	3	.....	3	3	14	.....	15	2	16	.....
43	342	52	4	.....	.....	.....	.....	5	26	36	16	40	.....
44	979	107	17	19	1	.....	1	141	46	82	9	103	6
45	248	39	19	8	1	.....	1	26	7	26	6	48	6
46	1,111	121	33	13	.....	8	8	126	95	113	26	119	12
47	211	39	27	13	.....	12	12	175	.....	43	13	43	4
48	313	49	18	7	.....	.....	....	48	8	28	4	53	7
49	393	55	3	3	.....	.....	.....	44	.....	57	14	61	5
50	242	36	22	14	.....	24	24	28	2	41	1	47	.....
1	56,940	6,076	1,682	814	96	227	323	4,185	2,507	3,614	1,423	5,134	136
2	5,535	550	194	174	21	70	91	*30	65	255	174	267	.....
3	3,126	343	75	35	13	110	123	103	88	205	55	224	.....
4	1,973	240	55	21	22	84	106	181	79	114	38	148	2
5	67,574	7,209	2,006	1,044	152	491	643	*4,499	2,739	4,188	1,690	5,773	138
6	65,549	7,111	1,959	1,043	109	520	629	6,727	2,666	4,179	1,703	5,769	177
7	2,025	98	47	1	43	.....	14	.....	73	9	.....	4	.....
8	.....	.....	.....	.....	.....	29	.....	2,228	.....	.....	13	.....	39
9	†11.14	†1.18	33.08	17.21	23.63	76.36	.....	.....	45.17	69.07	27.87	95.21	2.27

*In addition there were set out 16,414 plants, 849 shrubs and 12,620 bulbs.
†To each school.

THE PUBLIC

V. TABLE E—FINANCIAL

Rural Schools	Receipts				
	Legislative Grants	Municipal Grants	Assessments levied on requisition of the Trustees	Clergy Reserve Fund, balances and other sources	Total receipts for all Public School purposes
	$ c.	$ c.	$ c.	$ c.	$ c.
1 Brant	5,807 91	24,269 84	36,109 96	60,175 18	126,362 89
2 Bruce	13,923 03	53,312 22	61,938 46	80,839 50	210,013 21
3 Carleton	11,323 42	40,821 48	60,421 13	55,553 80	168,119 83
4 Dufferin	6,617 52	27,300 00	32,482 19	28,537 41	94,937 12
5 Dundas	8,304 77	25,356 31	32,210 72	21,029 35	86,901 15
6 Elgin	7,313 20	35,350 62	50,255 30	84,343 03	177,262 15
7 Essex	7,859 48	35,886 62	54,569 41	72,151 17	170,466 68
8 Frontenac	20,472 36	36,816 68	28,221 20	47,351 22	132,861 46
9 Glengarry	6,203 53	23,295 50	19,476 57	16,737 95	65,713 55
10 Grey	14,868 97	70,419 73	77,934 81	80,015 92	243,239 43
11 Haldimand	4,781 46	23,627 80	26,043 28	41,715 52	96,168 06
12 Haliburton	11,907 55	8,181 48	7,362 21	7,488 62	34,939 86
13 Halton	3,952 83	18,331 73	17,679 98	26,867 30	66,831 84
14 Hastings	24,732 83	51,376 68	55,739 34	80,635 86	212,484 71
15 Huron	12,361 04	61,620 05	73,481 97	87,967 27	235,430 33
16 Kent	9,792 13	42,954 37	65,402 84	100,256 33	218,405 67
17 Lambton	11,495 81	53,166 69	70,685 40	57,850 70	193,198 60
18 Lanark	9,436 48	37,126 21	23,123 91	27,120 44	96,807 04
19 Leeds and Grenville	16,172 14	70,380 51	55,160 65	75,567 72	217,281 02
20 Lennox and Addington	9,629 92	34,246 33	25,443 67	30,931 17	100,251 09
21 Lincoln	5,697 88	22,435 26	36,784 41	73,895 67	138,813 22
22 Middlesex	12,680 98	59,957 09	74,777 48	86,237 64	233,653 19
23 Norfolk	7,030 60	31,570 69	39,714 25	59,444 81	137,760 35
24 Northumberland & Durham	15,124 70	64,004 58	70,120 45	72,080 40	221,330 13
25 Ontario	9,129 68	39,068 90	46,627 59	38,990 44	133,816 61
26 Oxford	8,660 06	37,987 64	58,355 98	82,888 58	187,892 26
27 Peel	5,156 75	23,608 19	31,471 56	49,080 01	109,316 51
28 Perth	7,704 80	36,222 94	54,736 23	49,698 56	148,362 53
29 Peterborough	14,291 59	26,138 20	28,876 24	28,602 38	97,908 41
30 Prescott and Russell	7,746 50	31,089 94	23,665 97	39,389 82	101,892 23
31 Prince Edward	4,597 27	23,815 27	22,417 79	24,351 49	75,181 82
32 Renfrew	15,393 36	43,801 95	36,218 86	52,799 18	148,213 35
33 Simcoe	15,388 76	68,543 52	83,847 62	125,962 42	293,742 32
34 Stormont	7,675 86	24,938 38	23,944 76	17,520 31	74,079 31
35 Victoria	13,279 93	31,979 35	36,519 02	34,918 64	116,696 94
36 Waterloo	6,513 21	29,526 32	47,253 33	76,125 73	159,418 59
37 Welland	6,166 87	31,882 33	38,640 40	90,415 31	167,104 91
38 Wellington	11,691 64	45,334 89	55,970 67	83,950 48	196,947 68
39 Wentworth	8,032 21	33,190 34	53,074 26	140,336 42	234,633 23
40 York	17,853 99	68,689 90	143,756 59	376,543 44	606,843 92
41 Algoma	14,821 65	5,595 50	24,905 09	21,656 60	66,978 84
42 Kenora	3,518 82	790 00	6,050 92	2,432 68	12,792 42
43 Manitoulin	9,686 47	.....	18,745 39	8,697 83	37,129 69
44 Muskoka	20,934 34	15,172 23	17,415 58	18,848 54	72,370 69
45 Nipissing	7,530 02	2,256 00	16,156 60	9,167 49	35,110 11
46 Parry Sound	26,699 73	11,863 60	31,387 14	22,672 27	92,622 74
47 Rainy River	8,488 69	8,065 25	13,613 07	5,358 15	35,525 16
48 Sudbury	10,346 46	2,284 42	23,014 54	21,001 89	56,647 31
49 Timiskaming	14,357 94	5,758 66	33,889 58	17,737 25	71,743 43
50 Thunder Bay, etc	12,403 12	4,735 00	27,283 62	11,391 36	55,813 10
Totals	545,560 26	1,604,147 19	2,092,977 99	2,825,331 25	7,068,016 69

SCHOOLS—Continued

STATEMENT

	Expenditure					Balances
	Teachers' Salaries	Sites, and building school houses	Libraries, maps, apparatus, prizes and school books	Rent and repairs, fuel and other expenses	Total expenditure for all Public School purposes	
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	53,451 90	19,617 15	1,365 85	17,443 40	91,878 30	34,484 59
2	100,937 07	12,022 23	2,480 47	30,430 17	145,869 94	64,143 27
3	81,936 29	20,546 12	1,087 79	34,613 81	138,184 01	29,935 82
4	52,590 54	3,379 78	534 41	13,745 99	70,250 72	24,686 40
5	51,195 30	5,138 70	1,295 64	13,283 64	70,913 28	15,987 87
6	70,557 75	19,642 61	1,804 16	24,532 07	116,536 59	60,725 56
7	71,421 24	33,406 36	995 57	23,538 96	129,362 13	41,104 55
8	63,385 28	13,492 73	999 39	16,458 48	94,335 88	38,525 58
9	40,444 87	6,574 67	793 23	6,181 63	53,994 40	11,719 15
10	129,502 12	15,304 80	2,238 05	35,541 35	182,586 32	60,653 11
11	43,829 36	2,887 57	618 43	10,023 09	57,358 45	38,809 61
12	21,901 34	1,093 10	246 61	4,234 47	27,475 52	7,464 34
13	36,232 42	1,877 78	885 93	9,225 23	48,221 36	18,610 48
14	103,677 54	7,998 51	1,732 16	27,223 06	140,631 27	71,853 44
15	116,949 75	13,517 41	1,509 75	43,099 02	175,075 93	60,354 40
16	85,930 38	26,707 77	1,652 35	24,514 88	138,805 38	79,600 29
17	106,050 77	8,705 66	2,477 60	24,933 65	142,167 68	51,030 92
18	57,994 25	2,834 21	756 08	10,537 67	72,122 21	24,684 83
19	114,704 35	11,892 46	900 07	25,895 51	153,392 39	63,888 63
20	54,471 75	3,136 74	607 12	13,239 53	71,455 14	28,795 95
21	44,945 82	26,843 31	1,057 75	23,656 97	96,503 85	42,309 37
22	115,268 62	14,756 98	1,969 37	31,564 18	163,559 15	70,094 04
23	59,305 09	7,199 59	1,044 53	16,781 46	84,330 67	53,429 68
24	119,535 67	18,332 51	2,228 12	24,988 88	165,085 18	56,244 95
25	75,464 86	6,680 62	1,236 90	20,622 21	104,004 59	29,812 02
26	79,897 96	12,252 19	1,666 07	29,534 17	123,350 39	64,541 87
27	49,394 62	10,766 92	367 93	15,468 70	75,998 17	33,318 34
28	72,369 65	8,661 84	2,210 67	19,866 02	103,108 18	45,254 35
29	56,102 82	3,132 01	976 79	11,034 63	71,246 25	26,662 16
30	50,009 75	13,241 03	773 35	13,522 07	77,546 20	24,346 03
31	41,763 30	7,081 49	1,076 39	7,886 70	57,807 88	17,373 94
32	76,162 15	9,135 82	1,386 00	16,932 68	103,616 65	44,596 70
33	132,848 27	30,053 77	3,810 00	31,905 85	198,617 89	95,124 43
34	44,641 03	2,936 26	853 21	10,128 42	58,558 92	15,520 39
35	64,269 49	11,119 23	1,076 58	17,485 47	93,950 77	22,746 17
36	62,565 22	14,321 48	1,348 02	18,366 87	96,601 59	62,817 00
37	56,932 26	39,613 88	1,189 66	12,776 10	110,511 90	56,593 01
38	91,197 09	12,349 07	1,789 28	29,096 25	134,431 69	62,515 99
39	66,032 84	68,269 82	2,550 50	22,819 90	159,673 06	74,960 17
40	159,482 74	199,108 51	3,989 53	89,031 75	451,612 53	155,231 39
41	35,729 69	8,994 37	562 71	8,401 72	53,688 49	13,290 35
42	6,772 96	1,473 65	127 80	2,853 79	11,228 20	1,564 22
43	21,292 41	1,438 39	248 21	5,417 48	28,396 49	8,733 20
44	44,190 25	2,644 44	914 07	10,719 36	58,468 12	13,902 57
45	20,521 51	2,317 48	433 69	4,808 12	28,080 80	7,029 31
46	57,643 66	5,820 38	1,389 34	13,130 48	77,983 86	14,638 88
47	22,683 20	4,157 23	476 36	5,133 24	32,450 03	3,075 13
48	28,620 16	7,149 94	524 80	8,405 40	44,700 30	11,947 01
49	37,170 43	12,613 96	1,551 56	14,211 52	65,547 47	6,195 96
50	30,246 32	8,125 31	1,548 50	11,044 95	50,965 08	4,848 02
	3,280,224 11	800,367 84	65,358 35	956,290 95	5,102,241 25	1,965,775 44

THE PUBLIC

V. TABLE E—FINANCIAL

Cities	Receipts			
	Legislative Grants	Municipal Grants and Assessments	Clergy Reserve Fund, balances and other sources	Total receipts for all Public School purposes
	$ c	$ c.	$ c.	$ c.
1 Belleville	1,299 44	32,669 86	6,130 81	40,100 11
2 Kitchener (Berlin)	2,127 40	64,915 58	1,885 34	68,928 32
3 Brantford	3,326 54	97,795 44	3,605 57	104,727 55
4 Chatham	1,551 95	36,492 00	2,495 90	40,539 85
5 Fort William	4,785 44	103,662 97	929 12	109,377 53
6 Galt	1,327 47	36,102 16	651 39	38,081 02
7 Guelph	3,300 85	46,852 18	609 00	50,762 03
8 Hamilton	15,952 70	577,631 45	75,981 69	669,565 84
9 Kingston	3,727 44	59,000 00	17,834 62	80,562 06
10 London	11,213 82	449,882 23	11,905 87	473,001 92
11 Niagara Falls	1,117 76	49,400 00	317 67	50,835 43
12 Ottawa	11,107 36	368,322 19	39,262 89	418,692 44
13 Peterborough	4,836 80	79,900 00	3,492 42	88,229 22
14 Port Arthur	3,017 26	60,500 00	3,884 58	67,401 84
15 St. Catharines	1,870 32	65,256 12	15,787 26	82,913 70
16 St. Thomas	2,669 90	56,650 65	8,332 62	67,653 17
17 Sarnia	949 20	30,386 54	2,005 11	33,340 85
18 Sault Ste. Marie	2,060 86	45,239 00	3,537 14	50,837 00
19 Stratford	4,298 96	59,620 00	2,651 79	66,570 75
20 Toronto	93,812 96	3,169,805 99	223,021 14	3,486,640 09
21 Windsor	2,976 27	78,711 77	31,141 25	112,829 29
22 Woodstock	1,273 90	24,500 00	2,778 96	28,552 86
Totals	178,604 60	5,593,296 13	458,242 14	6,230,142 87
Towns				
1 Alexandria	30 64	1,308 57	280 17	1,619 38
2 Alliston	168 10	4,400 00	868 49	5,436 59
3 Almonte	189 20	5,203 52	789 74	6,182 46
4 Amherstburg	139 20	4,182 10	355 94	4,677 24
5 Arnprior	279 58	9,056 69	2,859 46	12,195 73
6 Aurora	248 84	6,400 00	124 11	6,772 95
7 Aylmer	302 12	6,806 88	1,042 28	8,151 28
8 Bala	425 37	590 00	262 42	1,277 79
9 Barrie	759 26	21,078 64	2,140 87	23,978 77
10 Blenheim	274 02	4,589 15	2,178 99	7,042 16
11 Blind River	298 31	2,764 28	800 42	3,863 01
12 Bothwell	64 46	960 50	170 95	1,195 91
13 Bowmanville	339 30	7,365 00	158 49	7,862 79
14 Bracebridge	705 11	7,682 50	172 24	8,559 85
15 Brampton	387 86	10,544 67	581 96	11,514 49
16 Brockville	1,370 28	26,000 00	316 20	27,686 48
17 Bruce Mines	328 35	1,975 00	23 50	2,326 85
18 Burlington	249 84	6,451 04	53 72	6,754 60
19 Cache Bay	311 35	1,902 30	406 96	2,620 61
20 Campbellford	404 58	9,173 67	440 85	10,019 10
21 Carleton Place	738 86	8,493 22	369 79	9,601 87
22 Charlton	351 67	1,500 00	263 59	2,115 26
23 Chesley	234 30	5,000 00	1,304 67	6,538 97
24 Clinton	1,283 22	5,000 00	424 69	6,707 91
25 Cobalt	905 36	24,218 87	1,305 33	26,429 56
26 Cobourg	488 94	9,585 00	559 73	10,633 67
27 Cochrane	401 79	4,808 56	174 15	5,384 50
28 Collingwood	776 90	27,084 00	136 06	27,996 96
29 Copper Cliff	745 86	14,751 90	7,550 31	23,048 07
30 Cornwall	1,393 00	10,864 45	1,032 52	13,289 97
31 Deseronto	245 84	5,579 62	28 49	5,853 95
32 Dresden	239 02	4,750 00	69 41	5,058 43

SCHOOLS—Continued

STATEMENT—Continued

	Expenditure					
	Teachers' Salaries	Sites, and building school houses	Libraries, maps, apparatus and other equipment, prizes and school books,	Rent and repairs, fuel and other expenses	Total expenditure for all Public School purposes	Balances
	$ c	$ c.	$ c.	$ c.	$ c.	$ c.
1	23,462 46	772 25	162 24	13,304 36	37,701 31	2,398 80
2	38,199 50	17,343 95	2,046 51	9,915 54	67,505 50	1,422 82
3	55,389 25	24,329 28	3,061 30	21,835 74	104,615 57	111 98
4	27,387 07	766 71	241 97	12,144 10	40,539 85	.....
5	57,582 87	29,705 76	3,704 76	17,886 88	108,880 27	497 26
6	27,817 44	.....	500 00	8,463 27	36,780 71	1,300 31
7	35,077 00	412 20	250 00	15,022 83	50,762 03	.....
8	237,101 67	294,825 32	11,280 67	68,734 09	611,941 75	57,624 09
9	47,098 70	14,309 85	538 68	18,614 83	80,562 06	.....
10	158,033 52	224,318 87	963 21	89,454 77	472,770 37	231 55
11	21,924 70	15,483 80	648 79	8,699 05	46,756 34	4,079 09
12	252,206 92	34,042 69	.....	109,102 47	395,352 08	23,340 36
13	52,253 78	2,173 85	3,998 59	29,026 33	87,452 55	776 67
14	42,535 12	209 08	1,322 38	22,334 57	66,401 15	1,000 69
15	31,408 83	31,215 12	322 50	13,091 78	76,038 23	6,875 47
16	41,930 55	4,931 65	2,026 14	18,764 83	67,653 17	.....
17	23,311 86	1,429 85	300 19	5,258 13	30,300 03	3,040 82
18	30,055 29	5,314 46	2,710 65	12,287 03	50,367 43	469 57
19	33,612 62	14,859 15	3,336 12	13,833 97	65,641 86	928 89
20	1,359,135 81	1,319,012 12	35,823 46	768,074 39	3,482,045 78	4,594 31
21	66,981 66	19,537 34	5,195 27	7,725 92	99,440 19	13,389 10
22	20,745 79	.....	1,379 38	5,547 65	27,672 82	880 04
	2,683,252 41	2,054,993 30	79,812 81	1,289,122 53	6,107,181 05	122,961 82
1	1,160 00	6 15	25 38	409 58	1,601 11	18 27
2	3,500 00	.....	.....	1,422 15	4,922 15	514 44
3	4,198 96	.....	20 84	1,632 01	5,851 81	330 65
4	3,438 75	4 10	42 00	964 94	4,449 79	227 45
5	7,038 00	429 70	92 52	2,405 40	9,965 62	2,230 11
6	4,400 32	1,534 67	32 00	783 54	6,750 53	22 42
7	5,605 00	.....	.....	1,127 13	6,732 13	1,419 15
8	700 00	216 14	.....	248 06	1,164 20	113 59
9	16,894 00	742 64	193 32	4,236 13	22,066 09	1,912 68
10	3,480 22	2,242 94	50 00	1,091 72	6,864 88	177 28
11	2,467 68	.....	.....	1,379 63	3,847 31	15 70
12	1,025 00	.....	9 69	161 22	1,195 91	.....
13	5,755 00	455 20	.....	1,652 59	7,862 79	.....
14	6,250 00	36 35	.....	2,251 16	8,537 51	22 34
15	7,311 80	.....	651 05	2,945 29	10,908 14	606 35
16	19,440 00	1,962 18	219 43	5,981 81	27,603 42	83 06
17	1,730 00	.....	184 13	378 91	2,293 04	33 81
18	4,777 50	235 74	97 33	1,517 08	6,627 65	126 95
19	1,780 00	.....	.....	725 95	2,505 95	114 66
20	7,950 49	.....	179 37	1,590 08	9,719 94	299 16
21	7,408 75	185 55	.....	1,867 04	9,461 34	140 53
22	1,388 27	.....	25 85	589 46	2,003 58	111 68
23	4,011 80	329 87	69 73	1,982 57	6,393 97	145 00
24	5,682 22	.....	54 59	971 10	6,707 91	.....
25	14,183 90	6,185 18	547 16	5,401 35	26,317 59	111 97
26	7,923 50	133 55	60 95	1,817 64	9,935 64	698 03
27	3,562 00	11 00	171 94	1,438 83	5,183 77	200 73
28	17,764 21	192 38	47 42	8,911 45	26,915 46	1,081 50
29	7,290 15	879 67	16 00	3,354 88	11,540 70	11,507 37
30	9,660 63	.....	.....	2,040 55	11,701 18	1,588 79
31	5,043 50	.....	.....	777 05	5,820 55	33 40
32	4,137 50	144 00	1 80	710 39	4,993 69	64 74

THE PUBLIC
V. TABLE E—FINANCIAL

Towns—Continued	Receipts			
	Legislative Grants	Municipal Grants and Assessments	Clergy Reserve Fund, balances and other sources	Total receipts for all Public School purposes
	$ c.	$ c.	$ c.	$ c.
33 Dryden	377 60	3,813 84	273 54	4,464 98
34 Dundas	483 14	10,900 00	288 88	11,672 02
35 Dunnville	336 94	6,945 58	549 88	7,832 40
36 Durham	170 56	3,950 00	843 61	4,964 17
37 Eastview	133 92	5,311 00	402 56	5,847 48
38 Englehart	278 85	2,975 50	162 09	3,416 44
39 Essex	151 56	5,561 25	355 55	6,068 36
40 Ford	56 25	2,068 00	339 04	2,463 29
41 Forest	188 66	5,000 00	338 19	5,526 85
42 Fort Frances	503 31	6,076 70	2,217 12	8,797 13
43 Frood Mine	263 72	.....	676 39	940 11
44 Gananoque	391 58	9,246 80	1,685 28	11,323 66
45 Goderich	568 46	10,397 41	50	10,966 37
46 Gore Bay	379 85	2,560 05	341 62	3,281 52
47 Gravenhurst	489 16	6,087 52	130 13	6,706 81
48 Haileybury	637 14	10,383 00	143 04	11,163 18
49 Hanover	1,327 76	6,600 00	1,219 89	9,147 65
50 Harriston	165 38	3,732 52	7 45	3,905 35
51 Hawkesbury	77 28	2,169 85	4,351 87	6,599 00
52 Hespeler	516 96	8,996 00	1,132 83	10,645 79
53 Huntsville	564 96	5,052 24	626 69	6,243 89
54 Ingersoll	1,083 35	13,038 63	1,207 36	15,329 34
55 Iroquois Falls	.....	1,403 44	24 18	1,427 62
56 Kearney	242 66	2,339 44	471 31	3,053 41
57 Keewatin	481 54	6,169 28	1,216 24	7,867 06
58 Kenora	1,052 76	18,450 18	357 27	19,860 21
59 Kincardine	237 66	5,213 88	1,214 61	6,666 15
60 Kingsville	446 30	6,799 79	377 25	7,623 34
61 Latchford	310 51	3,215 26	335 35	3,861 12
62 Leamington	262 76	9,075 00	2 72	9,340 48
63 Lindsay	687 98	19,871 11	3,775 66	24,334 75
64 Listowel	304 12	5,719 00	136 24	6,159 36
65 Little Current	436 66	3,207 90	32 57	3,677 13
66 Massey	703 40	2,675 00	106 41	3,484 81
67 Matheson	270 04	2,350 00	847 69	3,467 73
68 Mattawa	521 71	1,000 00	1,411 71	2,933 42
69 Meaford	362 04	8,966 00	826 05	10,154 09
70 Midland	762 03	48,023 00	519 73	49,304 76
71 Milton	221 02	4,895 70	26 83	5,143 55
72 Mitchell	214 48	35,067 00	213 47	35,494 95
73 Mount Forest	176 20	4,318 00	235 38	4,729 58
74 Napanee	364 68	8,760 00	237 87	9,362 55
75 New Liskeard	580 64	8,606 24	142 09	9,328 97
76 Newmarket	380 40	8,000 00	2,139 54	10,519 94
77 Niagara	175 56	2,986 32	380 55	3,542 43
78 North Bay	2,172 61	37,124 72	8,166 25	47,463 58
79 Oakville	313 76	10,104 95	765 19	11,183 90
80 Orangeville	286 76	7,825 48	637 32	8,749 56
81 Orillia	1,789 00	32,638 94	13,022 49	47,450 43
82 Oshawa	871 00	24,649 28	1 26	25,521 54
83 Owen Sound	1,694 06	40,035 00	190 61	41,919 67
84 Palmerston	195 59	4,016 22	120 64	4,332 45
85 Paris	1,044 83	9,150 00	893 08	11,087 91
86 Parkhill	135 20	2,900 00	194 45	3,229 65
87 Parry Sound	866 21	11,759 90	1,228 33	13,854 44
88 Pembroke	548 32	17,702 64	8 50	18,259 46
89*Penetanguishene	432 95	11,303 25	1,402 45	13,138 65

* Including Protestant Separate School.

SCHOOLS—Continued
STATEMENT—Continued

	Expenditure					
	Teachers' Salaries	Sites, and building school houses	Libraries, maps apparatus and other equipment, prizes and school books	Rent and repairs, fuel, and other expenses	Total expenditure for all Public School purposes	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
33	3,150 00	168 76	49 04	732 75	4,100 55	364 43
34	8,905 77	.....	.....	2,496 26	11,402 03	269 99
35	5,745 00	550 09	.....	1,023 99	7,319 08	513 32
36	3,376 25	.....	56 61	1,449 64	4,882 50	81 67
37	4,034 42	661 60	196 84	832 38	5,725 24	122 24
38	1,849 22	667 76	74 53	708 13	3,299 64	116 80
39	4,117 13	.....	315 98	1,270 62	5,703 73	364 63
40	1,218 54	155 70	.....	583 63	1,957 87	505 42
41	3,757 50	445 75	60 00	1,022 99	5,286 24	240 61
42	4,840 50	921 82	200 00	2,664 06	8,626 38	170 75
43	700 00	.....	.....	233 98	933 98	6 13
44	7,878 55	556 07	.....	2,233 19	10,667 81	655 85
45	8,413 10	.....	31 00	2,522 27	10,966 37	.....
46	2,522 50	.....	.....	576 09	3,098 59	182 93
47	4,682 68	.....	.....	1,801 69	6,484 37	222 44
48	8,369 28	29 05	24 22	2,686 94	11,109 49	53 69
49	5,811 10	138 99	88 21	1,796 50	7,834 80	1,312 85
50	3,042 50	.....	41 09	821 76	3,905 35	.....
51	2,333 44	158 05	.....	405 01	2,896 50	3,702 50
52	7,670 00	113 02	.....	2,227 77	10,010 79	635 00
53	4,577 75	400 52	41 98	987 23	6,007 48	236 41
54	9,601 15	245 70	.....	5,282 73	15,129 58	199 76
55	388 06	777 19	199 69	52 59	1,417 53	10 09
56	1,152 00	1,493 00	54 42	328 81	3,028 23	25 18
57	4,520 00	105 00	110 92	1,477 36	6,213 28	1,653 78
58	14,712 80	528 18	.....	4,052 14	19,293 12	567 09
59	4,490 00	845 30	.....	1,206 05	6,541 35	124 80
60	5,325 00	1,139 70	.....	1,024 85	7,489 55	133 79
61	1,986 68	308 42	73 99	1,418 03	3,787 12	74 00
62	7,436 37	102 75	.....	1,798 90	9,338 02	2 46
63	15,367 00	3,456 63	.....	5,050 83	23,874 46	460 29
64	4,817 43	59 15	82 32	1,123 21	6,082 11	77 25
65	2,355 00	726 08	59 16	345 16	3,485 40	191 73
66	2,780 00	.....	.....	645 07	3,425 07	59 74
67	1,590 00	155 06	.....	1,621 60	3,366 66	101 07
68	1,098 97	.....	14 84	372 19	1,486 00	1,447 42
69	6,852 14	.....	.....	2,370 97	9,223 11	930 98
70	16,778 14	25,030 06	987 38	5,647 84	48,443 42	861 34
71	3,895 00	383 74	12 24	661 91	4,952 89	190 66
72	4,389 00	30,196 03	25 15	834 47	35,444 65	50 30
73	3,355 00	.....	.....	1,341 68	4,696 68	32 90
74	7,285 40	237 63	47 67	1,548 26	9,118 96	243 59
75	6,423 86	1,196 75	83 15	1,595 21	9,298 97	30 00
76	6,914 25	235 81	173 00	2,476 30	9,799 36	720 58
77	2,458 96	.....	83 96	745 56	3,288 48	253 95
78	21,459 21	8,862 53	1,298 26	14,691 04	46,311 04	1,152 54
79	6,785 00	107 37	68 41	1,648 65	8,609 43	2,574 47
80	6,613 32	.....	403 83	1,537 91	8,555 06	194 50
81	19,771 00	1,993 55	180 72	4,546 29	26,491 56	20,958 87
82	19,026 50	19 31	1,388 17	4,914 33	25,348 31	173 23
83	30,692 65	1,207 83	141 28	7,398 67	39,440 43	2,479 24
84	3,027 80	136 66	.....	956 43	4,120 89	211 56
85	7,659 00	.....	.....	3,010 05	10,669 05	418 86
86	2,350 75	.....	.....	605 22	2,955 97	273 68
87	10,261 03	608 37	.....	2,897 18	13,766 58	87 86
88	12,074 50	500 98	240 99	2,892 03	15,708 50	2,550 96
89	8,315 25	436 72	102 50	3,815 18	12,669 65	469 00

THE PUBLIC

V. TABLE E—FINANCIAL

Towns—Concluded	Receipts: Legislative Grants	Municipal Grants and Assessments	Clergy Reserve Fund, balances and other sources	Total receipts for all Public School purposes
	$ c.		$ c.	$ c.
90 Perth	242 48	7,332 45	234 99	7,809 92
91 Petrolea	476 96	12,000 00	540 85	13,017 81
92 Picton	382 94	9,910 70	277 32	10,570 96
93 Port Hope	519 15	10,815 92	114 80	11,449 87
94 Powassan	340 47	2,020 00	921 09	3,281 56
95 Prescott	255 84	6,107 33	64 19	6,427 36
96 Preston	512 96	13,000 00	607 68	14,120 64
97 Rainy River	893 87	6,750 00	264 38	7,908 25
98 Renfrew	1,496 40	8,693 06	699 10	10,888 56
99 Ridgetown	239 02	4,750 00	69 41	5,058 43
100 Rockland	30 64	2,008 66	64 55	2,103 85
101 St. Mary's	406 94	11,568 55	1,439 11	13,414 60
102 Sandwich	173 38	8,967 58	2,983 44	12,124 40
103 Seaforth	281 92	5,469 53	622 07	6,373 52
104 Simcoe	456 31	8,826 95	1,625 00	10,908 26
105 Sioux Lookout	309 25	10,576 63	2,804 26	13,690 14
106 Smith's Falls	1,044 98	19,858 00	437 66	21,340 64
107 Southampton	190 02	4,747 83	2,569 68	7,507 53
108 Stayner	125 56	2,225 00	4,180 02	6,530 58
109 Steelton	862 81	19,753 19	9 02	20,625 02
110 Strathroy	359 92	7,010 00	260 60	7,630 52
111 Sturgeon Falls	397 06	4,420 84	1,469 74	6,287 64
112 Sudbury	788 91	13,237 00	5,116 96	19,142 87
113 Thessalon	481 35	4,206 62	435 59	5,123 56
114 Thornbury	92 92	10,325 50	111 68	10,530 10
115 Thorold	299 38	15,621 28	195 14	16,115 80
116 Tilbury	79 10	2,232 11	934 96	3,246 17
117 Tillsonburg	388 27	8,000 00	96 49	8,484 76
118 Timmins	208 41	1,750 00	1,999 57	3,957 98
119 Trenton	397 22	11,192 00	1,984 02	13,573 24
120 Trout Creek	285 04	1,050 00	364 00	1,699 04
121 Uxbridge	166 65	4,400 00	256 06	4,822 71
122 Vankleek Hill	85 92	4,113 94	1,387 76	5,587 62
123 Walkerton	241 12	4,862 06	304 13	5,407 31
124 Walkerville	893 88	96,948 78	2,386 45	100,229 11
125 Wallaceburg	666 45	11,465 07	18,090 40	30,221 92
126 Waterloo	477 96	21,705 33	504 66	22,687 95
127 Webbwood	334 41	2,056 29	35 53	2,426 23
128 Welland	903 90	25,000 00	24,405 32	50,309 22
129 Weston	292 22	5,711 95	2,323 37	8,327 54
130 Whitby	279 40	6,250 00	214 55	6,743 95
131 Wiarton	213 20	6,613 62	260 35	7,087 17
132 Wingham	299 66	5,104 42	771 26	6,175 34
Totals	61,646 61	1,265,916 13	170,638 51	1,498,201 25
Totals				
1 Rural Schools	545,560 26	3,697,125 18	2,825,331 25	7,068,016 69
2 Cities	178,604 60	5,593,296 13	458,242 14	6,230,142 87
3 Towns	61,646 61	1,265,916 13	170,638 51	1,498,201 25
4 Villages	21,928 75	373,783 15	209,530 00	605,241 90
5 Grand Totals, 1915	807,740 22	10,930,120 59	3,663,741 90	15,401,602 71
6 Grand Totals, 1914	716,377 26	11,704,877 53	3,550,747 87	15,972,002 66
7 Increases	91,362 96	.....	112,994 03	.....
8 Decrease	.....	774,756 94	.....	570,399 95
9 Percentages	5.24	70.96	23.78	.....

Cost per pupil, enrolled attendance: Rural Schools, $23.81; Cities, $46.17;

SCHOOLS—Concluded
STATEMENT—Concluded

	Expenditure					
	Teachers' Salaries	Sites, and building school houses	Libraries, maps, apparatus and other equipment, prizes and school books	Rent and repairs, fuel and other expenses	Total expenditure for all Public School purposes	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
90	5,594 00	.....	.....	2,133 17	7,727 17	82 75
91	9,055 50	411 00	214 59	3,086 17	12,767 26	250 55
92	7,165 26	68 43	.....	2,210 18	9,443 87	1,127 09
93	8,713 00	306 00	60 79	2,282 76	11,362 55	87 32
94	2,180 45	.....	.....	538 53	2,718 98	562 58
95	4,953 18	47 60	60 00	1,265 17	6,325 95	101 41
96	10,610 00	280 69	.....	2,623 03	13,513 72	606 92
97	5,780 00	.....	.....	2,119 17	7,899 17	9 08
98	7,545 00	161 48	2 00	3,180 08	10,888 56	.....
99	4,137 50	144 00	1 80	710 39	4,993 69	64 74
100	1,220 09	.....	.....	291 44	1,511 53	592 32
101	6,717 20	3,990 22	.....	2,707 18	13,414 60	.....
102	3,520 80	296 32	.....	1,573 42	5,390 54	6,733 86
103	4,126 10	257 50	209 51	1,033 14	5,626 25	747 27
104	7,970 50	4 93	.....	2,932 83	10,908 26	.....
105	1,240 00	8,740 37	.....	2,355 14	12,335 51	1,354 63
106	16,599 00	.....	16 80	4,503 38	21,119 18	221 46
107	3,892 50	2,680 43	24 88	716 12	7,313 93	193 60
108	2,280 00	.....	55 26	505 20	2,840 46	3,690 12
109	11,902 50	2,898 27	.....	5,703 29	20,504 06	120 96
110	5,886 28	470 90	.....	1,272 52	7,629 70	82
111	3,510 00	.....	73 83	1,530 46	5,114 29	1,173 35
112	9,849 50	1,172 14	84 31	3,224 13	14,330 08	4,812 79
113	4,169 25	.....	.....	691 65	4,860 90	262 66
114	1,800 35	7,786 00	71 06	538 55	10,195 96	334 14
115	4,893 37	8,909 32	61 65	2,012 96	15,877 30	238 50
116	1,575 00	68 79	79 82	387 49	2,111 10	1,135 07
117	6,802 00	161 77	2 50	1,451 51	8,417 78	66 98
118	1,600 00	1,226 51	.....	1,131 47	3,957 98	.....
119	8,181 81	.....	57 57	3,242 23	11,481 61	2,091 63
120	1,240 00	.....	28 73	374 20	1,642 93	56 11
121	3,914 00	21 00	.....	805 16	4,740 16	82 55
122	2,576 15	.....	22 55	368 20	2,966 90	2,620 72
123	4,035 50	.....	103 97	1,029 84	5,169 31	238 00
124	14,202 65	77,608 36	244 74	6,616 86	98,672 61	1,556 50
125	8,107 75	19,687 94	93 04	1,324 97	29,213 70	1,008 22
126	11,755 38	6,173 47	879 17	3,430 65	22,238 67	449 28
127	1,808 45	.....	47 27	552 19	2,407 91	18 32
128	16,290 75	11,840 07	98 00	6,701 46	34,930 28	15,378 94
129	6,461 25	.....	.....	1,368 87	7,830 12	497 42
130	5,356 75	.....	11 00	1,116 85	6,484 60	259 35
131	5,426 25	150 00	226 88	1,284 04	7,087 17	.....
132	4,545 00	188 10	4 30	1,174 97	5,912 37	262 97
	837,152 62	257,741 30	12,640 07	267,879 29	1,375,413 28	122,787 97
1	3,280,224 11	800,367 84	65,358 35	956,290 95	5,102,241 25	1,965,775 44
2	2,683,252 41	2,054,993 30	79,812 81	1,289,122 53	6,107,181 05	122,961 82
3	837,152 62	257,741 30	12,640 07	267,879 29	1,375,413 28	122,787 97
4	309,535 29	82,224 01	4,805 43	102,228 63	498,793 36	106,448 54
5	7,110,164 43	3,195,326 45	162,616 66	2,615,521 40	13,083,628 94	2,317,973 77
6	6,693,277 10	4,180,333 53	144,885 46	2,507,255 70	13,525,751 79	2,446,250 87
7	416,887 33	.....	17,731 20	108,265 70	.....	.....
8	.....	985,007 08	.....	.....	442,122 85	128,277 10
9	54.34	24.42	1.24	19.99	.....	.....

Towns, $21.18; Villages, $19.08; Province, $29.89.

ROMAN CATHOLIC

I. TABLE F—FINANCIAL

Rural Schools	Number of Schools	Receipts			
		Legislative Grants	Municipal Grants and Assessments	Balances, subscribed and other sources	Total amount received
		$ c.	$ c.	$ c.	$ c.
1 Bruce	9	711,44	7,981 82	5,615 52	14,308 78
2 Carleton	16	846 67	9,884 16	6,197 91	16,928 74
3 Essex	28	1,014 09	22,200 02	10,455 86	33,669 97
4 Frontenac	11	1,599 86	4,846 57	1,942 73	8,389 16
5 Grey	7	409 59	4,258 20	2,138 77	6,806 56
6 Hastings	6	781 90	2,761 25	1,580 80	5,123 95
7 Huron	9	880 51	5,737 42	3,215 94	9,833 87
8 Kent	7	303 51	5,473 72	2,082 19	7,859 42
9 Lambton	1	76 37	508 25	682 08	1,266 70
10 Lanark	3	310 89	1,341 32	357 51	2,009 72
11 Leeds and Grenville	2	255 91	425 27	146 63	827 81
12 Lennox and Addington	2	303 99	687 57	350 97	1,342 53
13 Middlesex	5	285 84	3,078 01	1,334 10	4,697 95
14 Norfolk	1	86 37	851 94	372 21	1,310 52
15 Northumberland & Durham	6	889 44	2,280 93	469 23	3,639 60
16 Ontario	1	76 37	319 62	977 97	1,373 96
17 Peel	1	73 87	599 88	162 72	836 47
18 Perth	7	555 06	5,186 72	3,583 72	9,325 50
19 Peterborough	2	135 24	1,543 18	439 53	2,117 95
20 Prescott and Russell	92	112 50	60,069 61	32,910 35	93,092 46
21 Renfrew	15	2,855 13	8,235 66	8,192 22	19,283 01
22 Simcoe	4	325 72	5,542 40	1,658 97	7,527 09
23 Stormont, Dundas & Glengarry	18	1,152 17	10,722 22	4,403 28	16,277 67
24 Victoria	2	142 74	1,337 41	236 51	1,716 66
25 Waterloo	7	417 02	5,802 16	5,585 76	11,804 94
26 Wellington	6	334 22	3,583 40	1,544 17	5,461 79
27 Districts	47	4,846 20	23,505 47	12,495 86	40,847 53
Totals	315	19,782 62	198,764 18	109,133 51	327,680 31
Cities					
1 Belleville	1	172 00	4,211 46	624 44	5,007 90
2 Kitchener (Berlin)	2	437 00	12,509 47	13,189 00	26,135 47
3 Brantford	2	227 00	4,942 76	1,266 11	6,435 87
4 Chatham	1	220 00	6,951 78	6,271 24	13,443 02
5 Fort William	4	1,260 17	20,394 07	749 66	22,403 90
6 Galt	1	60 00	1,417 96	583 14	2,061 10
7 Guelph	3	274 00	12,890 56	782 39	13,946 95
8 Hamilton	11	2,160 67	30,660 23	11,673 94	44,494 84
9 Kingston	3	469 00	11,378 37	499 40	12,346 77
10 London	9	665 00	21,300 57	1,278 98	23,244 55
11 Niagara Falls	1	115 00	2,696 70	630 32	3,442 02
12 Ottawa	33	.....	85,636 50	19,994 70	105,631 20
13 Peterborough	4	561 00	12,224 99	1,305 53	14,091 52
14 Port Arthur	2	670 17	10,489 11	13 46	11,172 74
15 St. Catharines	3	254 00	6,767 80	305 80	7,327 60
16 St. Thomas	1	144 00	5,618 56	777 62	6,540 18
17 Sarnia	2	175 00	3,933 81	3,219 84	7,328 65
18 Sault Ste. Marie	3	519 17	13,293 62	3,547 91	17,360 70
19 Stratford	1	251 80	5,877 47	1,319 85	7,449 12
20 Toronto	33	4,822 00	161,788 00	62,540 51	229,150 51
21 Windsor	5	685 00	25,533 23	5,547 91	31,766 14
22 Woodstock	1	84 00	1,572 13	394 69	2,050 82
Totals	126	14,225 98	462,089 15	136,516 44	612,831 57

SEPARATE SCHOOLS

STATEMENT, ETC.

	Expenditure					
	Teachers' Salaries	Sites and building school houses	Libraries, maps, apparatus, prizes and school books	All other purposes	Total amount expended	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	7,410 52	704 97	75 11	2,355 19	10,545 79	3,762 99
2	7,778 85	1,654 75	127 42	3,758 87	13,319 89	3,608 85
3	17,618 03	7,003 86	657 52	4,503 80	29,783 21	3,886 76
4	5,417 29	480 29	57 86	1,582 23	7,537 67	851 49
5	3,622 61	384 92	14 21	904 81	4,926 55	1,880 01
6	3,026 00	255 32	54 77	989 08	4,325 17	798 78
7	5,147 35	2,055 89	112 13	1,036 60	8,351 97	1,481 90
8	4,671 28	118 48	63 83	996 78	5,850 37	2,009 05
9	605 60	15 65	16 85	105 25	743 35	523 35
10	1,256 00	383 65	9 75	114 68	1,764 08	245 64
11	600 50	5 00	.....	62 39	667 89	159 92
12	924 80	13 01	16 50	195 84	1,150 15	192 38
13	2,790 00	421 87	60 41	460 84	3,733 12	964 83
14	600 75	95 39	32 17	206 34	934 65	375 87
15	2,925 00	62 94	5 85	384 15	3,377 94	261 66
16	600 00	246 25	19 14	133 80	999 19	374 77
17	500 00	113 75	11 00	31 15	655 90	180 57
18	5,894 71	747 37	196 49	1,550 89	8,389 46	936 04
19	1,150 00	60 63	84 00	380 16	1,674 79	443 16
20	46,618 84	10,506 46	975 00	9,197 29	67,297 59	25,794 87
21	8,215 64	4,099 90	157 33	3,216 07	15,688 94	3,594 07
22	3,381 55	1,375 23	36 29	1,604 48	6,397 55	1,129 54
23	10,548 82	1,229 29	196 88	1,570 27	13,545 26	2,732 41
24	1,250 00	44 70	117 75	118 35	1,530 80	185 86
25	5,297 00	849 64	77 85	1,333 39	7,557 88	4,247 06
26	3,432 15	146 00	40 45	519 57	4,138 17	1,323 62
27	21,300 01	4,244 73	194 30	10,967 77	36,706 81	4,140 72
	172,583 30	37,319 94	3,410 86	48,280 04	261,594 14	66,086 17
1	1,435 00	1,300 00	.....	1,500 11	4,235 11	772 79
2	6,540 00	14,196 87	168 92	5,229 68	26,135 47	.....
3	2,827 00	2,392 13	63 20	856 73	6,139 06	296 81
4	3,462 64	770 38	32 28	1,222 06	5,487 36	7,955 66
5	14,286 99	5,691 05	.....	2,425 86	22,403 90	.....
6	1,100 00	696 69	13 97	202 58	2,013 24	47 86
7	4,500 00	3,856 61	175 64	2,301 84	10,834 09	3,112 86
8	16,185 00	14,451 37	2,952 10	7,774 92	41,363 39	3,131 45
9	6,057 89	685 77	119 09	5,484 02	12,346 77	.....
10	8,010 00	8,988 62	656 90	4,496 55	22,152 07	1,092 48
11	1,550 00	300 00	.....	780 00	2,630 00	812 02
12	19,245 00	32,940 24	.....	46,009 03	98,194 27	7,436 93
13	8,708 00	105 70	.....	5,277 82	14,091 52	.....
14	6,177 50	889 69	.....	2,994 21	10,061 40	1,111 34
15	3,375 00	948 02	98 12	1,904 94	6,326 08	1,001 52
16	1,904 46	2,920 39	97 74	969 91	5,892 50	647 68
17	2,635 00	330 00	15 00	588 65	3,568 65	3,760 00
18	6,935 00	3,233 03	214 65	3,921 70	14,304 38	3,056 32
19	2,962 00	646 59	93 96	1,686 17	5,388 72	2,060 40
20	72,727 69	110,049 16	349 52	46,024 14	229,150 51	.....
21	10,036 72	2,164 35	284 89	13,008 60	25,494 56	6,271 58
22	900 00	716 10	105 52	325 14	2,046 76	4 06
	201,560 89	208,272 76	5,441 50	154,984 66	570,259 81	42,571 76

ROMAN CATHOLIC

I. TABLE F—FINANCIAL

Towns	Number of Schools	Receipts			
		Legislative Grants	Municipal Grants and Assessments	Balances, subscribed and other sources	Total amount received
		$ c.	$ c.	$ c.	$ c.
1 Alexandria	2	206 00	6,860 98	1,309 73	8,376 71
2 Almonte	1	86 00	1,001 64	2,024 39	3,112 03
3 Amherstburg	2	139 00	2,958 18	1,965 93	5,063 11
4 Arnprior	2	191 00	5,467 32	155 37	5,813 69
5 Barrie	1	101 00	1,890 00	896 33	2,887 33
6 Bonfield	1	.....	912 54	1,031 29	1,943 83
7 Brockville	1	185 00	3,700 00	.....	3,885 00
8 Cache Bay	1	.....	450 00	573 20	1,023 20
9 Charlton	1	21 00	650 00	399 60	1,070 60
10 Chelmsford	1	.....	2,143 57	65 67	2,209 24
11 Cobalt	2	.....	9,624 23	7,125 46	16,749 69
12 Cobourg	1	125 00	1,700 00	1,172 56	2,997 56
13 Cochrane	1	.....	3,229 37	10,159 27	13,388 64
14 Collingwood	1	60 00	2,891 67	80 82	3,032 49
15 Cornwall	4	358 00	8,394 75	3,148 90	11,901 65
16 Dundas	1	63 00	455 74	1,108 45	1,627 19
17 Eastview	1	.....	6,000 00	1,855 50	7,855 50
18 Ford	1	.....	2,165 47	174 67	2,340 14
19 Fort Frances	1	148 17	2,020 59	2,097 17	4,265 93
20 Goderich	1	54 00	884 03	205 31	1,143 34
21 Hanover	1	38 00	964 48	382 03	1,384 51
22 Hawkesbury	3	.....	6,095 35	327 29	6,422 64
23 Ingersoll	1	61 00	1,238 06	255 87	1,554 93
24 Kearney	1	126 42	685 45	360 80	1,172 67
25 Keewatin	1	108 92	707 00	120 65	936 57
26 Kenora	2	156 17	4,750 00	918 53	5,824 70
27 Lindsay	2	187 00	4,824 78	100 00	5,111 78
28 Massey	1	.....	1,262 09	931 41	2,193 50
29 Mattawa	1	931 23	2,350 00	1,797 11	5,078 34
30 Mount Forest	1	27 00	793 17	382 00	1,202 17
31 New Liskeard	1	120 17	1,300 00	477 90	1,898 07
32 Newmarket	1	40 00	978 72	830 14	1,848 86
33 North Bay	2	766 17	16,712 00	24,500 00	41,978 17
34 Oakville	1	17 00	633 12	458 60	1,108 72
35 Orillia	1	100 00	2,529 58	2,701 80	5,331 38
36 Oshawa	1	95 00	1,724 60	495 69	2,315 29
37 Owen Sound	1	82 00	2,048 82	528 86	2,659 68
38 Paris	1	37 00	793 89	6,924 47	7,755 36
39 Parkhill	1	31 00	580 26	34 39	645 65
40 Pembroke	1	265 00	8,381 71	3,345 13	11,991 84
41 Perth	1	146 00	1,646 42	339 52	2,131 94
42 Picton	1	31 00	609 90	751 73	1,392 63
43 Prescott	1	94 00	2,568 03	3,601 44	6,263 47
44 Preston	1	79 00	2,568 85	1,511 31	4,159 16
45 Rainy River	1	91 17	466 26	1,101 46	1,658 89
46 Renfrew	1	182 00	5,843 40	1,122 72	7,148 12
47*Rockland	2	.....	5,358 00	.....	5,358 00
48 St. Mary's	1	44 00	1,000 19	804 66	1,848 85
49 Sandwich	2	166 00	3,703 96	4,470 28	8,340 24
50 Seaforth	1	47 00	943 56	314 04	1,304 60

*No report received; figures of preceding year.

SEPARATE SCHOOLS—Continued

STATEMENT, ETC.—Continued

	Expenditure					
	Teachers' Salaries	Sites and building school houses	Libraries, maps, apparatus, prizes and school books	All other purposes	Total amount expended	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	2,856 00	2,206 90	70 16	3,243 65	8,376 71	.....
2	1,650 00	281 46	10 89	515 00	2,457 35	654 68
3	1,850 00	2,204 54	33 55	931 63	5,019 72	43 39
4	2,800 00	1,435 35	.....	1,179 16	5,414 51	399 18
5	1,260 00	43 23	17 32	555 67	1,876 22	1,011 11
6	1,000 00	.....	76 63	60 00	1,136 63	807 20
7	2,400 00	400 00	.....	1,085 00	3,885 00	.....
8	901 00	22 00	5 00	95 00	1,023 00	20
9	485 00	346 50	134 10	96 43	1,062 03	8 57
10	1,400 00	.....	41 49	552 89	1,994 38	214 86
11	6,220 00	3,925 30	.....	4,152 29	14,297 59	2,452 10
12	1,300 00	1,206 90	.....	432 71	2,939 61	57 95
13	1,650 00	824 00	.....	8,435 58	10,909 58	2,479 06
14	1,425 00	187 60	77 84	1,252 43	2,942 87	89 62
15	7,516 35	1,472 17	.....	2,873 73	11,862 25	39 40
16	834 19	266 65	.....	303 21	1,404 05	223 14
17	3,436 00	3,485 33	110 60	785 30	7,817 23	38 27
18	1,025 00	500 00	.....	362 83	1,887 83	452 31
19	1,380 00	1,184 60	46 45	600 24	3,211 29	1,054 64
20	600 00	123 70	25 90	355 50	1,105 10	38 24
21	660 00	.....	15 93	165 58	841 51	543 00
22	3,680 00	230 40	.....	1,776 25	5,686 65	735 99
23	612 00	124 50	31 43	346 84	1,114 77	440 16
24	500 00	300 82	3 00	100 00	903 82	268 85
25	550 00	17 90	.....	195 71	763 61	172 96
26	1,650 00	1,848 55	136 30	845 55	4,480 40	1,344 30
27	3,050 00	351 50	.....	1,529 36	4,930 86	180 92
28	977 50	242 00	.....	602 74	1,822 24	371 26
29	2,017 00	1,047 57	34 15	841 63	3,940 35	1,137 99
30	600 00	13 00	.....	217 81	830 81	371 36
31	635 00	433 55	.....	324 02	1,392 57	505 50
32	585 00	406 69	5 60	72 32	1,069 61	779 25
33	8,823 75	.....	146 00	32,919 74	41,889 49	88 68
34	500 00	257 09	.....	111 70	868 79	239 93
35	1,600 00	576 36	113 94	924 62	3,214 92	2,116 46
36	1,037 50	222 25	99 86	251 07	1,610 68	704 61
37	1,400 00	327 71	.....	771 51	2,499 22	160 46
38	600 00	6,351 37	8 95	459 10	7,419 42	335 94
39	563 00	.....	.....	62 37	625 37	20 28
40	4,527 54	3,732 25	1,038 01	442 34	9,740 14	2,251 70
41	1,400 00	218 00	18 00	362 00	1,998 00	133 94
42	525 00	22 35	46 70	55 15	649 20	743 43
43	1,408 33	1,025 30	.....	705 87	3,139 50	3,123 97
44	1,060 00	1,222 77	.....	196 79	2,479 56	1,679 60
45	400 00	1,102 16	15 95	74 80	1,592 91	65 98
46	2,440 00	3,402 67	96 95	1,208 50	7,148 12	.....
47	3,900 00	598 00	210 00	650 00	5,358 00	.....
48	600 00	503 21	.....	158 75	1,261 96	586 89
49	2,300 00	1,412 95	.....	853 27	4,566 22	3,774 02
50	800 00	12 85	.....	130 55	943 40	361 20

ROMAN CATHOLIC

I. TABLE F—FINANCIAL

Towns—Concluded	Number of Schools	Receipts			
		Legislative Grants	Municipal Grants and Assessments	Balances, subscribed and other sources	Total amount received
		$ c.	$ c.	$ c.	$ c.
51 Smith's Falls	1	.....	1,892 00	35,471 29	37,363 29
52 Steelton	1	274 17	5,529 45	2,334 30	8,137 92
53 Sturgeon Falls	1	.....	5,560 59	370 00	5,930 59
54 Sudbury	2	624 17	21,775 07	19,311 87	41,711 11
55 Thorold	1	124 00	3,525 94	6,366 41	10,016 35
56 Tilbury	1	.....	2,126 08	2,151 23	4,277 31
57 Timmins	1	104 17	2,732 00	967 64	3,803 81
58 Trenton	1	101 00	1,700 00	926 91	2,727 91
59 Vankleek Hill	1	.....	1,367 35	328 88	1,696 23
60 Walkerton	1	103 00	1,449 42	1,212 38	2,764 80
61 Walkerville	1	59 00	667 75	91 59	818 34
62 Wallaceburg	1	192 60	3,388 82	4,605 25	8,186 67
63 Waterloo	1	105 00	3,253 00	28 37	3,386 37
64 Weston	1	14 00	357 60	327 00	698 60
65 Whitby	1	35 00	497 56	731 44	1,264 00
Totals	80	7,542 53	203,284 36	170,664 01	381,490 90
Totals					
1 Rural Schools	315	19,782 62	198,764 18	109,133 51	327,680 31
2 Cities	126	14,225 98	462,089 15	136,516 44	612,831 57
3 Towns	80	7,542 53	203,284 36	170,664 01	381,490 90
4 Villages	16	580 50	15,764 96	9,153 95	25,499 41
5 Grand Totals, 1915	537	42,131 63	879,902 65	425,467 91	1,347,502 19
6 Grand Totals, 1914	519	44,467 71	903,988 11	518,816 99	1,467,272 81
7 Increases	18	.....	.....	.....	.....
8 Decreases	.....	2,336 08	24,085 46	93,349 08	119,770 62
9 Percentages	.....	3.12	65.29	31.57	.....

Cost per pupil, enrolled attendance: Rural Schools, $15.00; Cities, $18.20;

SEPARATE SCHOOLS—Continued

STATEMENT, ETC.—Concluded

	Expenditure					
	Teachers' Salaries	Sites and building school houses	Libraries, maps, apparatus, prizes and school books	All other purposes	Total amount expended	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
51	375 00	36,271 00	440 79	276 50	37,363 29	.....
52	3,420 00	158 30	15 00	3,155 91	6,749 21	1,388 71
53	3,270 00	.....	25 75	2,336 33	5,632 08	298 51
54	7,207 50	22,954 36	1,885 77	2,900 15	34,947 78	6,763 33
55	1,462 34	5,907 14	42 20	1,246 22	8,657 90	1,358 45
56	1,586 50	402 59	.....	442 81	2,431 90	1,845 41
57	1,385 00	831 25	.....	1,243 09	3,459 34	344 47
58	450 00	1,168 99	8 00	1,019 55	2,646 54	81 37
59	1,050 00	69 50	.....	250 00	1,369 50	326 73
60	1,300 00	77 46	34 82	930 53	2,342 81	421 99
61	550 00	.....	83 26	185 08	818 34	.....
62	1,250 00	1,996 26	27 98	848 14	4,122 38	4,064 29
63	1,400 00	1,167 71	25 00	750 00	3,342 71	43 66
64	625 00	20 00	15 00	30 00	690 00	8 60
65	525 00	486 00	.....	121 69	1,132 69	131 31
	117,246 50	117,630 56	5,274 27	90,960 19	331,111 52	50,379 38
1	172,583 30	37,319 94	3,410 86	48,280 04	261,594 14	66,086 17
2	201,560 89	208,272 76	5,441 50	154,984 66	570,259 81	42,571 76
3	117,246 50	117,630 56	5,274 27	90,960 19	331,111 52	50,379 38
4	12,555 43	3,401 49	294 30	4,630 82	20,882 04	4,617 37
5	503,946 12	366,624 75	14,420 93	298,855 71	1,183,847 51	163,654 68
6	509,756 93	445,695 65	22,398 56	347,364 93	1,325,216 07	142,056 74
7	.....	.....	.....	.....	.....	21,597 94
8	5,810 81	79,070 90	7,977 63	48,509 22	141,368 56	.....
9	42.57	30.97	1.21	25.24	.....	.....

Towns, $19.27; Villages, $13.55; Province, $17.54.

ROMAN CATHOLIC

II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Rural Schools	Teachers: Number of Teachers	Male	Female	Av. salary, male	Av. salary, female	No. who have ever attended a Model School in Ont.	No. who have ever attended a Normal Sch'l in Ont.	No. who have ever attended the Normal College or F. of E. in Ont.	Number of University Graduates	1st Class or Interim 1st Class	2nd Class or Interim 2nd Class	3rd Class	District
				$	$								
1 Bruce	15	3	12	592	469	1	7	1	....	1	7	1	....
2 Carleton	20	....	20	.....	394	7	6	.....	....	....	6	4	2
3 Essex	36	1	35	500	493	19	11	1	....	1	10	20	1
4 Frontenac	11	1	10	600	485	3	8	.....	....	....	7	4	....
5 Grey	7	....	7	.....	537	.....	7	.....	....	....	7	....	....
6 Hastings	6	....	6	.....	475	3	3	.....	....	....	3	3	....
7 Huron	10	1	9	500	533	2	6	2	....	2	6	2	....
8 Kent	8	2	6	650	567	4	2	1	....	1	2	4	....
9 Lambton	1	....	1	.....	625	.....	1	.....	....	....	1	....	....
10 Lanark	3	....	3	.....	450	2	.....	1	....	1	....	2	....
11 Leeds & Grenville	2	....	2	.....	362	1	.....	.....	....	....	....	1	....
12 Lennox & Add'gton	2	....	2	.....	462	1	1	.....	....	....	1	1	....
13 Middlesex	5	....	5	.....	553	.....	4	1	....	1	4	....	....
14 Norfolk	1	....	1	.....	600	.....	1	.....	....	....	1	....	....
15 Northumberland and Durham	6	....	6	.....	404	1	5	.....	....	....	4	2	....
16 Ontario	1	....	1	.....	600	.....	1	.....	....	....	1	....	....
17 Peel	1	....	1	.....	500	1	1	.....	....	....	1	....	....
18 Perth	10	1	9	600	661	2	6	2	....	2	6	1	....
19 Peterborough	2	....	2	.....	575	.....	2	.....	....	....	2	....	....
20 Prescott & Russell	122	5	117	490	379	72	4	.....	....	....	4	65	13
21 Renfrew	21	1	20	625	442	4	14	.....	....	....	13	4	....
22 Simcoe	8	....	8	.....	422	.....	4	.....	....	....	4	....	....
23 Stormont, Dundas and Glengarry	25	2	23	487	453	16	8	2	1	3	5	5	1
24 Victoria	2	....	2	.....	625	.....	1	1	....	....	1	1	....
25 Waterloo	12	1	11	700	443	1	5	.....	....	....	5	1	....
26 Wellington	6	....	6	.....	584	.....	6	.....	....	....	6	....	....
27 Districts	56	6	50	508	394	13	1	2	....	2	1	6	19
Totals	399	24	375	545	438	153	115	14	1	14	108	127	36
Cities													
1 Belleville	6	....	6	.....	217	5	4	.....	....	....	4	....	....
2 Kitchener (Berlin)	15	....	15	.....	421	3	11	.....	....	....	10	1	....
3 Brantford	9	....	9	.....	267	7	1	.....	....	....	1	....	....
4 Chatham	8	....	8	.....	428	.....	8	.....	....	....	8	....	....
5 Fort William	19	....	19	.....	600	9	14	2	....	2	15	1	....
6 Galt	2	....	2	.....	550	1	1	.....	....	....	1	1	....
7 Guelph	11	....	11	.....	409	3	5	.....	....	....	5	3	....
8 Hamilton	55	3	52	767	271	25	17	5	3	5	17	2	....
9 Kingston	15	1	14	900	361	13	12	1	....	1	12	....	....
10 London	28	....	28	.....	306	1	23	4	2	4	23	....	....
11 Niagara Falls	4	....	4	.....	387	1	2	.....	....	....	2	1	....
12 Ottawa	186	38	148	697	454	114	16	.....	....	3	73	58	9
13 Peterborough	27	....	27	.....	343	8	24	2	....	2	23	2	....
14 Port Arthur	10	....	10	.....	570	.....	8	1	....	....	1	8	....
15 St. Catharines	10	....	10	.....	350	2	5	.....	....	....	5	1	....
16 St. Thomas	6	....	6	.....	300	.....	6	.....	1	....	6	....	....
17 Sarnia	7	....	7	.....	376	.....	3	.....	....	....	4	1	....
18 Sault. Ste. Marie	13	....	13	.....	504	2	7	.....	....	....	7	2	1
19 Stratford	8	....	8	.....	369	5	3	.....	....	....	3	....	....
20 Toronto	162	25	137	624	413	37	115	13	6	14	101	5	....
21 Windsor	26	....	26	.....	392	5	16	1	....	1	17	5	....
22 Woodstock	3	....	3	.....	300	2	3	.....	....	....	3	....	....
Totals	630	67	563	676	403	243	304	29	12	32	341	91	10

SEPARATE SCHOOLS—Continued

PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.

	Temporary	Permanent Ungraded	Number of Pupils	Boys	Girls	Average daily attendance	Percentage of average to total attendance	Reading						Art
								First Reader, Part I, or Primer	First Reader, Part II, or 1st Book	Second Book	Third Book	Fourth Book	Beyond 4th Book	
1	.....	6	654	343	311	500	76	107	92	178	126	139	12	654
2	7	1	898	454	444	508	57	264	162	183	173	104	12	896
3	4	.....	1,828	943	885	1,204	66	573	401	359	258	234	3	1,766
4	.....	.....	301	169	132	186	62	58	27	50	54	107	5	301
5	.....	.....	252	122	130	146	58	39	34	61	60	57	1	252
6	.....	.....	173	84	89	95	55	31	17	34	39	52	.....	173
7	.....	.....	326	159	167	212	65	65	49	59	73	76	4	326
8	1	.....	349	175	174	217	62	111	82	59	45	49	3	283
9	.....	.....	40	20	20	27	67	2	8	5	14	11	.....	40
10	.....	.....	97	46	51	60	62	26	13	16	19	20	3	75
11	1	.....	26	9	17	12	46	7	6	6	.....	7	.....	12
12	.....	.....	58	28	30	31	53	14	.....	16	15	13	.....	58
13	.....	.....	97	52	45	59	60	16	7	16	26	29	3	97
14	.....	.....	63	25	38	41	65	8	5	16	15	19	.....	63
15	.....	.....	121	66	55	83	69	22	11	24	22	41	1	121
16	.....	.....	46	22	24	38	83	8	8	7	7	16	.....	46
17	.....	.....	24	14	10	18	75	4	4	9	3	4	.....	24
18	.....	1	392	196	196	267	68	72	59	52	79	88	42	392
19	.....	.....	92	59	33	62	67	13	11	19	21	28	.....	92
20	38	2	5,960	2,983	2,977	3,877	65	2,528	1,069	1,089	843	384	47	4,505
21	4	.....	875	453	422	485	55	228	153	152	163	125	54	841
22	3	1	383	208	175	246	64	103	90	77	56	57	.....	383
23	9	2	1,138	604	534	662	58	401	153	196	168	136	84	990
24	.....	.....	88	45	43	62	70	10	12	16	16	34	.....	88
25	3	3	483	266	217	345	71	108	71	103	123	78	.....	483
26	.....	.....	176	83	93	103	58	39	18	27	32	57	3	176
27	28	.....	2,493	1,223	1,270	1,227	49	1,142	524	393	280	154	.....	1,506
	98	16	17,433	8,851	8,582	10,773	61.80	5,999	3,086	3,222	2,730	2,119	277	14,643
1	.....	2	302	144	158	234	77	68	58	50	46	80	.....	302
2	.....	4	846	447	399	671	79	156	128	210	185	167	.....	846
3	1	7	478	218	260	361	75	148	73	80	117	60	.....	478
4	.....	.....	357	174	183	273	76	107	71	45	61	73	.....	357
5	.....	1	1,136	598	538	777	68	461	248	181	158	88	.....	1,136
6	.....	.....	131	71	60	99	75	14	30	46	21	20	.....	131
7	.....	3	551	312	239	423	77	142	104	115	89	101	.....	551
8	8	23	2,479	1,281	1,198	2,083	84	593	374	361	506	363	282	2,479
9	.....	2	773	455	318	527	68	168	134	168	166	137	.....	773
10	.....	1	1,092	550	542	795	73	289	198	178	190	172	65	1,062
11	.....	1	185	96	89	146	78	38	18	41	42	46	.....	185
12	23	20	8,963	4,124	4,839	6,222	69	2,925	1,552	1,800	1,399	1,046	241	8,849
13	.....	.....	1,188	611	577	870	73	283	175	148	217	193	172	1,143
14	.....	1	478	241	237	390	82	141	75	95	92	75	.....	478
15	.....	4	468	261	207	332	71	95	58	111	108	96	.....	468
16	.....	.....	262	138	124	186	71	62	37	37	51	75	.....	262
17	.....	2	310	139	171	250	81	60	49	60	99	42	.....	310
18	3	.....	690	372	318	453	66	211	93	177	121	88	.....	690
19	.....	5	356	198	158	283	79	89	55	47	86	79	.....	356
20	2	40	8,655	4,551	4,104	5,970	69	1,905	1,446	1,686	1,747	1,247	624	8,655
21	1	2	1,499	778	721	907	61	443	205	332	284	235	.....	1,499
22	.....	.....	128	54	74	89	70	35	18	22	26	27	.....	128
	38	118	31,327	15,813	15,514	22,341	71.32	8,433	5,199	5,990	5,811	4,510	1,384	31,138

ROMAN CATHOLIC

II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE.

Rural Schools—Concluded	Geography	Music	Literature	Composition	Grammar	English History	Canadian History	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping
1 Bruce	654	654	654	654	151	455	455	654	654	654	9
2 Carleton	696	462	350	711	376	204	507	585	576	605	14
3 Essex	1,313	1,310	1,428	1,595	577	496	637	1,229	1,306	1,634	1
4 Frontenac	301	301	301	301	139	172	180	301	301	301	....
5 Grey	252	252	252	252	58	179	179	252	252	252	....
6 Hastings	173	173	173	173	52	124	124	173	173	173	....
7 Huron	326	326	326	326	78	150	176	326	326	326	4
8 Kent	228	219	234	222	119	71	97	185	175	268	2
9 Lambton	40	40	40	40	11	11	25	40	40	40	....
10 Lanark	57	73	97	93	35	29	57	66	70	97	2
11 Leeds & Grenville	10	8	10	10	3	3	8	8	16	.....	....
12 Lennox & Add'tn.	58	58	58	58	9	22	22	58	58	58	....
13 Middlesex	97	97	97	97	32	35	58	97	97	97	....
14 Norfolk	63	63	63	63	19	19	15	63	63	63	....
15 Northumberland and Durham	121	121	121	121	42	88	88	121	121	121	....
16 Ontario	46	46	46	46	16	30	30	46	46	46	....
17 Peel	24	24	24	24	4	7	7	24	24	24	....
18 Perth	392	392	392	392	130	180	203	353	353	392	42
19 Peterborough	92	92	92	92	28	68	68	92	92	92	....
20 Prescott&Russell	3,974	3,509	3,292	4,578	2,483	872	2,531	3,845	3,224	3,131	44
21 Renfrew	823	841	831	846	256	396	415	812	840	841	25
22 Simcoe	383	383	383	383	57	186	186	383	383	383	....
23 Stormont, Dundas and Glengarry	775	812	741	899	281	308	401	716	771	827	42
24 Victoria	88	88	88	88	34	66	66	88	88	88	....
25 Waterloo	483	483	483	483	78	302	302	483	483	483	12
26 Wellington	176	176	176	176	60	119	119	176	176	176	1
27 Districts	1,445	1,255	1,506	1,753	762	368	710	1,405	1,121	1,613	4
Totals	13,090	12,258	12,258	14,476	5,890	4,960	7,666	12,581	11,829	12,785	202
Cities.											
1 Belleville	302	302	302	302	80	126	126	302	302	302	....
2 Kitchener (Berlin)	846	846	846	846	167	97	167	846	846	846	....
3 Brantford	478	478	478	478	60	177	177	478	478	478	....
4 Chatham	357	357	357	357	73	179	179	357	357	357	....
5 Fort William	1,136	1,136	1,136	1,136	88	427	427	1,136	1,136	1,136	....
6 Galt	131	131	131	131	41	41	41	131	131	131	....
7 Guelph	551	551	551	551	101	305	305	551	551	551	....
8 Hamilton	2,479	2,479	2,479	2,479	645	1,151	1,151	2,167	2,167	2,479	125
9 Kingston	773	773	773	773	137	263	346	773	773	773	....
10 London	1,092	1,092	1,092	1,092	237	368	444	1,027	1,027	1,092	65
11 Niagara Falls	185	185	185	185	46	88	88	185	185	185	....
12 Ottawa	7,810	7,612	7,603	8,208	2,958	1,971	4,795	7,972	8,622	8,069	458
13 Peterborough	1,143	1,188	1,188	1,188	365	730	730	1,016	1,016	1,016	22
14 Port Arthur	478	478	478	478	75	167	167	478	478	478	....
15 St. Catharines	468	468	468	468	96	96	204	468	468	468	....
16 St. Thomas	262	262	262	262	75	200	200	262	262	262	....
17 Sarnia	310	310	310	310	42	42	141	310	310	310	....
18 Sault Ste. Marie	690	690	690	690	88	209	209	690	690	690	....
19 Stratford	356	356	356	356	79	212	212	356	356	356	....
20 Toronto	8,655	8,655	8,655	8,655	3,723	3,304	3,304	8,655	8,655	8,655	171
21 Windsor	1,499	1,499	1,499	1,499	388	284	344	1,499	1,499	1,499	....
22 Woodstock	128	128	128	128	27	53	93	128	128	128	....
Totals	30,129	29,976	29,967	30,572	9,591	10,490	13,850	29,787	30,437	30,261	841

SEPARATE SCHOOLS—Continued

PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

	Arithmetic and Mensuration	Algebra	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book, inclusive)	German (beyond 4th Book)	German (Primer to 4th Book, inclusive)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science	Maps, Globes and Prizes: Number of Maps	Maps, Globes and Prizes: Number of Globes	Maps, Globes and Prizes: No. of Schools giving Prizes	Number of Trees planted on Arbor Day
1	11	11	2	11	.....	.....	11	321	....	....	116	.....	79	95	12	7	14
2	12	12	12	...	12	632	....	....	12	....	27	46	....	130	17	7	4
3	3	3	3	...	.....	1,432	....	....	....	....	58	.....	....	256	28	5	10
4	3	3	3	2	2	.....	....	....	....	....	61	23	....	95	10	7	3
5	1	1	1	1	.....	.....	....	....	1	....	.....	.....	....	77	5	1	2
6	.....	.....	...	...	.....	.....	....	....	....	....	16	.....	....	40	5	1	....
7	4	4	...	...	.....	.....	....	....	....	40	80	.....	....	110	11	3	21
8	3	3	3	1	1	230	....	....	1	1	27	.....	....	73	8	3	....
9	.....	.....	...	...	.....	.....	....	....	....	....	.....	.....	....	17	1	....	....
10	3	3	3	2	2	2	....	....	....	....	.....	.....	....	15	2	....	....
11	.....	.....	...	...	.....	.....	....	....	....	....	.....	.....	....	13	2	....	....
12	.....	.....	...	...	.....	.....	....	....	....	....	50	.....	....	23	2	....	....
13	3	3	...	1	.....	.....	....	....	....	....	23	.....	....	65	5	2	....
14	.....	.....	...	...	.....	.....	....	....	....	....	63	.....	....	18	1	....	2
15	1	1	1	1	1	.....	....	....	....	....	57	.....	....	44	6	1	....
16	.....	.....	...	...	.....	.....	....	....	....	....	.....	.....	....	8	1	....	50
17	.....	.....	...	...	.....	.....	....	....	....	....	.....	.....	....	10	1	....	....
18	42	40	32	39	39	.....	....	....	39	39	91	.....	....	75	8	....	....
19	.....	.....	...	...	.....	.....	....	....	....	....	65	45	....	17	2	....	....
20	36	36	36	...	47	5,757	....	....	36	6	391	447	22	584	88	37	67
21	39	52	52	50	43	69	....	....	39	1	167	18	....	141	11	5	....
22	.....	.....	...	...	.....	313	....	....	....	....	.....	.....	....	40	5	2	12
23	84	84	77	45	8	566	....	....	84	....	40	.....	....	116	13	4	29
24	.....	.....	...	...	.....	.....	....	....	....	....	88	.....	88	16	2	1	....
25	4	.....	...	...	.....	.....	....	291	....	....	75	60	28	98	10	6	3
26	3	3	1	...	.....	.....	....	....	1	....	20	43	....	48	7	2	....
27	.....	.....	...	...	.....	2,141	....	....	....	....	98	282	80	185	37	22	....
	252	259	226	153	155	11,142	11	612	213	87	1,613	964	297	2,409	300	116	217
1	.....	.....	...	...	.....	.....	....	....	....	....	.....	.....	....	18	2	1	....
2	.....	.....	...	...	.....	.....	....	690	....	....	.....	47	50	40	4	....	....
3	.....	.....	...	...	.....	.....	....	....	....	....	.....	.....	....	19	2	....	....
4	.....	.....	...	...	.....	.....	....	....	....	....	.....	.....	....	25	5	....	....
5	.....	.....	...	...	.....	.....	....	....	....	....	.....	.....	....	15	2	....	....
6	.....	.....	...	...	.....	.....	....	....	....	....	.....	.....	....	7	1	....	....
7	.....	.....	...	...	.....	.....	....	....	....	....	.....	.....	....	13	3	....	....
8	282	157	157	157	157	.....	81	....	157	125	.....	.....	508	162	37	11	....
9	.....	.....	...	...	.....	.....	....	....	....	....	.....	.....	....	38	7	....	....
10	65	65	65	33	33	.....	....	....	35	55	.....	.....	....	89	15	9	....
11	.....	.....	...	...	.....	.....	....	....	....	....	.....	185	....	3	1	....	....
12	282	282	251	62	292	4,605	....	....	231	125	62	3,597	90	523	69	10	....
13	172	172	95	117	172	.....	7	....	143	22	35	.....	60	27	5	4	....
14	.....	.....	...	...	.....	.....	....	....	....	....	.....	20	25	20	2	....	....
15	.....	.....	...	...	.....	.....	....	....	....	....	.....	.....	....	23	3	....	....
16	.....	.....	...	...	.....	.....	....	....	....	....	.....	47	28	18	2	....	....
17	.....	.....	...	...	.....	.....	....	....	....	....	.....	.....	....	24	2	2	....
18	.....	.....	...	...	.....	.....	....	....	....	....	55	25	30	14	1	3	....
19	.....	.....	...	...	.....	.....	....	....	....	....	.....	87	78	18	1	1	....
20	416	396	295	390	551	525	55	....	430	171	.....	.....	....	197	24	33	....
21	.....	.....	...	...	.....	111	....	....	....	....	.....	.....	....	38	7	....	....
22	.....	.....	...	...	.....	.....	....	....	....	....	.....	.....	....	10	2	1	....
	1,217	1,072	863	759	1,205	5,241	143	690	996	498	152	4,008	869	1,341	197	75	....

ROMAN CATHOLIC

II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Towns	Teachers												
	Number of Teachers	Male	Female	Av. salary, male	Av. salary, female	Number who have ever attended a Model School in Ontario	Number who have ever attended a Normal School in Ontario	Number who have ever attended the Normal Coll. or F. of E. in Ontario	Number of University graduates	1st Class or Interim 1st Class	2nd Class or Interim 2nd Class	3rd Class	District
				$	$								
1 Alexandria ...	11	....	11	...	240	1	3	.....	....	....	3	1	....
2 Almonte	3	....	3	...	550	2	3	.....	....	....	3	.....	....
3 Amherstburg .	8	....	8	...	244	4	4	.....	....	....	4	.....	....
4 Arnprior.....	8	....	8	...	350	5	5	.....	....	....	5	.....	....
5 Barrie	4	....	4	...	350	1	2	.....	....	....	2	.....	....
6 Bonfield	2	....	2	...	500	1	.....	.....	....	....	.....	.....	....
7 Brockville	8	....	8	...	312	4	3	.....	....	....	3	3	....
8 Cache Bay	2	....	2	...	450	.....	.....	.....	....	....	.....	.....	1
9 Charlton	1	....	1	...	550	1	.....	.....	....	....	.....	.....	1
10 Chelmsford ...	4	....	4	...	350	1	.....	.....	....	....	.....	1	....
11 Cobalt	9	....	9	...	522	1	3	.....	....	....	3	1	....
12 Cobourg	4	....	4	...	325	1	3	.....	....	....	3	.....	....
13 Cochrane.....	4	....	4	...	412	.....	.....	.....	....	....	.....	.....	....
14 Collingwood ..	2	....	2	...	562	2	2	.....	....	....	2	.....	....
15 Cornwall	20	7	13	429	396	13	5	.....	....	....	4	11	....
16 Dundas	3	....	3	...	283	1	1	.....	....	....	1	.....	....
17 Eastview	11	1	10	600	280	11	.....	.....	....	....	.....	11	....
18 Ford	4	....	4	...	269	2	.....	.....	....	....	.....	1	1
19 Fort Frances ..	4	....	4	...	375	.....	.....	.....	....	....	.....	.....	....
20 Goderich	2	....	2	...	300	1	1	.....	....	....	1	.....	....
21 Hanover.....	1	....	1	...	675	.....	.....	.....	....	....	.....	1	....
22 Hawkesbury ..	18	....	18	...	217	3	1	.....	....	....	1	4	2
23 Ingersoll	2	....	2	...	300	1	1	.....	....	....	1	.....	....
24 Kearney	1	....	1	...	500	.....	1	.....	....	....	.....	.....	....
25 Keewatin.	1	....	1	...	550	.....	.....	.....	....	....	.....	.....	....
26 Kenora	6	1	5	550	220	.....	.....	.....	....	....	.....	.....	....
27 Lindsay	7	1	6	950	350	1	5	.....	....	....	5	1	....
28 Massey	2	....	2	...	500	1	.....	.....	....	....	.....	1	1
29 Mattawa	6	....	6	...	308	2	2	.....	....	....	2	1	....
30 Mount Forest .	2	....	2	...	350	.....	1	.....	....	....	1	.....	....
31 New Liskeard	1	....	1	...	650	1	1	.....	....	....	1	.....	....
32 Newmarket...	1	....	1	...	600	.....	1	.....	....	....	1	.....	....
33 North Bay....	17	....	17	...	523	1	16	.....	....	....	16	1	....
34 Oakville	1	....	1	...	500	.....	1	.....	....	....	1	.....	....
35 Orillia	4	....	4	...	400	1	2	.....	....	....	2	.....	....
36 Oshawa	3	....	3	...	300	.....	1	.....	....	....	1	.....	....
37 Owen Sound ..	4	....	4	...	350	.....	3	.....	1	....	3	.....	....
38 Paris	2	....	2	...	300	1	1	.....	....	....	1	.....	....
39 Parkhill.....	1	....	1	...	550	.....	1	.....	....	....	1	.....	....
40 Pembroke.....	11	....	11	...	390	.....	6	.....	....	....	6	1	....
41 Perth	4	....	4	...	350	4	4	.....	....	....	4	.....	....
42 Picton	1	....	1	...	600	1	1	.....	....	....	1	.....	....
43 Prescott	4	....	4	...	325	2	2	.....	....	....	2	.....	....
44 Preston.....	4	....	4	...	325	.....	2	.....	....	....	2	.....	....
45 Rainy River ..	1	....	1	...	450	.....	.....	.....	....	....	.....	.....	....
46 Renfrew	7	....	7	...	357	2	3	.....	....	....	3	.....	....
47*Rockland	15	....	15	...	260	4	.....	.....	....	....	.....	8	3
48 St. Mary's	2	....	2	...	300	1	1	.....	....	....	1	.....	....
49 Sandwich.....	7	....	7	...	329	1	6	.....	....	....	5	2	....
50 Seaforth.....	2	....	2	...	400	1	1	.....	....	....	1	.....	....
51 Smith's Falls.	5	....	5	...	300	.....	4	.....	....	....	4	.....	....
52 Steelton	7	....	7	...	507	1	3	.....	....	....	3	.....	1
53 Sturgeon Falls	9	....	9	...	363	6	.....	.....	....	....	.....	6	....

*Figures of preceding year; no report received.

SEPARATE SCHOOLS—Continued

PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

	Temporary	Permanent Ungraded	Number of Pupils	Boys	Girls	Average daily attendance	Percentage of average to total attendance	Reading						Art
								First Reader, Part I, or Primer	First Reader, Part II, or 1st Book	Second Book	Third Book	Fourth Book	Beyond 4th Book	
1	2	5	560	276	284	434	77	215	50	112	107	76	.....	560
2	.....	.....	134	66	68	119	88	27	14	30	38	25	.....	134
3	.....	4	347	130	217	251	72	82	43	62	72	64	24	347
4	2	1	430	226	204	325	75	127	52	97	85	69	.....	430
5	.....	2	144	73	71	105	73	29	16	37	32	30	.....	144
6	2	.....	144	66	78	72	50	39	20	63	14	8	.....	.....
7	.....	2	316	146	170	248	78	67	37	79	68	65	.....	316
8	.....	1	153	84	69	85	55	70	43	20	18	2	.....	153
9	.....	.....	49	20	29	26	53	21	6	6	9	5	2	49
10	2	1	195	80	115	135	69	62	53	40	22	18	.....	195
11	5	.....	643	357	286	251	39	201	132	112	120	78	.....	269
12	.....	1	159	79	80	115	72	34	18	34	35	38	.....	159
13	4	.....	264	124	140	148	56	46	106	54	49	9	.....	264
14	.....	.....	85	41	44	59	69	20	9	15	18	23	.....	85
15	1	4	1,021	493	528	737	72	346	194	203	165	113	.....	1,021
16	.....	2	126	68	58	84	66	31	25	23	15	32	.....	126
17	.....	.....	718	347	371	367	51	452	137	53	47	29	.....	718
18	1	1	229	121	108	139	60	82	55	52	21	19	.....	229
19	4	.....	189	103	86	127	67	66	41	30	27	22	3	189
20	.....	1	77	37	40	64	83	14	10	10	21	22	.....	77
21	.....	.....	81	41	40	74	91	35	10	20	7	9	.....	81
22	11	.....	1,094	536	558	851	78	334	227	241	202	57	33	1,094
23	.....	1	92	44	48	69	75	20	15	15	29	13	.....	92
24	1	.....	50	26	24	31	62	11	10	10	13	6	.....	50
25	1	.....	42	20	22	23	54	10	7	13	8	4	.....	42
26	6	.....	248	128	120	171	68	118	32	34	42	22	.....	248
27	1	.....	297	149	148	236	79	51	45	69	61	71	.....	297
28	.....	.....	129	62	67	63	48	65	17	25	10	12	.....	129
29	.....	3	345	184	161	230	67	101	44	63	57	69	11	345
30	.....	1	60	24	36	48	80	17	10	13	12	8	.....	60
31	.....	.....	60	33	27	35	58	21	10	11	8	10	.....	60
32	.....	.....	64	44	20	45	70	13	10	13	12	16	.....	64
33	.....	.....	797	385	412	683	86	273	121	148	160	95	.....	797
34	.....	.....	43	15	28	29	67	9	3	8	8	15	.....	43
35	.....	2	168	95	73	135	80	40	11	36	34	47	.....	168
36	.....	2	123	63	60	93	75	43	20	23	27	10	.....	123
37	.....	1	172	92	80	121	70	32	22	51	47	20	.....	172
38	.....	1	75	35	40	57	76	16	14	17	9	19	.....	75
39	.....	.....	40	22	18	28	70	8	7	6	7	12	.....	40
40	1	3	628	330	298	439	70	196	89	104	118	121	.....	628
41	.....	.....	237	118	119	183	77	46	18	61	59	53	.....	237
42	.....	.....	40	20	20	23	57	12	7	1	9	11	.....	40
43	1	1	145	75	70	118	81	32	15	29	31	38	.....	145
44	.....	2	201	100	101	144	71	46	30	58	43	24	.....	201
45	1	.....	35	15	20	26	74	15	4	6	6	4	.....	35
46	1	3	389	209	180	295	76	125	61	53	88	62	.....	389
47	4	.....	922	491	431	575	62	417	262	142	77	24	.....	922
48	.....	1	66	30	36	51	77	11	10	13	8	24	.....	66
49	.....	.....	347	181	166	210	60	178	47	56	47	19	.....	169
50	.....	1	68	43	25	36	53	18	8	14	14	14	.....	68
51	1	.....	213	105	108	69	32	59	38	49	40	27	.....	213
52	2	1	357	161	196	221	62	99	77	65	80	36	.....	357
53	3	.....	541	277	264	329	61	243	97	83	65	53	.....	541

ROMAN CATHOLIC

II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Towns—Con.	Geography	Music	Literature	Composition	Grammar	English History	Canadian History	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping
1 Alexandria	560	560	560	560	76	295	295	295	560	560	.....
2 Almonte	134	134	134	134	25	63	63	134	134	134	.....
3 Amherstburg ..	347	347	347	347	88	187	158	347	347	347	5
4 Arnprior.....	430	430	430	430	69	154	430	430	430	430	.....
5 Barrie.....	144	144	144	144	30	99	99	144	144	144	.....
6 Bonfield	113	.....	.....	144	113	130	130	.....	.....	.....	.....
7 Brockville	316	316	316	316	65	139	217	316	316	316	.....
8 Cache Bay.....	140	.....	20	153	38	2	63	153	153	.....	.....
9 Charlton.....	49	49	49	49	16	16	22	49	49	49	2
10 Chelmsford	195	195	195	195	90	40	80	195	195	195	18
11 Cobalt.....	333	643	333	333	306	269	333	269	269	643	.....
12 Cobourg	159	159	159	159	38	107	107	159	159	159	.....
13 Cochrane.....	264	264	218	264	9	9	98	264	264	264	.....
14 Collingwood....	85	85	85	85	23	56	56	85	85	85	.....
15 Cornwall	1,021	1,021	1,021	1,021	113	278	278	1,021	1,021	1,021	.....
16 Dundas	126	126	126	126	70	70	70	126	126	126	.....
17 Eastview.....	718	718	319	718	399	79	402	718	718	256	.....
18 Ford	229	229	229	229	92	19	40	40	229	.....	.....
19 Fort Frances...	189	189	189	189	28	49	49	189	189	189	3
20 Goderich.....	77	77	77	77	22	43	53	77	77	77	.....
21 Hanover	81	81	81	81	9	36	36	81	81	81	.....
22 Hawkesbury ...	1,094	1,094	1,094	1,094	533	292	533	1,094	1,094	1,094	292
23 Ingersoll	92	92	92	92	13	42	42	92	92	92	.....
24 Kearney.....	50	50	50	50	19	19	19	50	50	50	.....
25 Keewatin	42	42	42	42	12	12	12	42	42	42	.....
26 Kenora	248	248	248	248	64	64	98	248	248	248	.....
27 Lindsay	297	297	297	297	71	201	201	297	297	297	.....
28 Massey	47	129	47	70	12	12	12	47	47	79	.....
29 Mattawa	345	345	345	345	80	345	345	345	345	345	11
30 Mount Forest ..	60	60	60	60	8	33	33	60	60	60	.....
31 New Liskeard..	60	60	60	60	10	10	18	60	60	60	.....
32 Newmarket	64	64	64	64	28	28	28	64	64	64	.....
33 North Bay.....	797	797	797	797	255	255	255	797	797	797	.....
34 Oakville	43	43	43	43	15	23	23	43	43	43	.....
35 Orillia.....	168	168	168	168	47	117	117	168	168	168	.....
36 Oshawa	123	123	123	123	10	60	60	123	123	123	.....
37 Owen Sound ...	172	172	172	172	20	118	118	172	172	172	.....
38 Paris	75	75	75	75	19	28	28	75	75	75	.....
39 Parkhill.....	40	40	40	40	12	19	25	40	40	40	.....
40 Pembroke	628	628	628	628	121	239	239	628	628	628	.....
41 Perth	191	237	237	237	112	112	173	237	237	237	.....
42 Picton.....	40	40	40	40	11	21	21	40	40	40	.....
43 Prescott.....	113	145	145	145	69	69	69	145	145	145	.....
44 Preston	201	201	201	201	24	67	125	201	201	201	.....
45 Rainy River ...	35	35	35	35	10	10	10	35	35	35	.....
46 Renfrew.....	389	389	389	389	150	150	150	389	389	389	.....
47 Rockland.....	922	922	86	922	922	50	922	922	922	922	.....
48 St. Mary's.....	66	66	66	66	24	32	32	66	66	66	.....
49 Sandwich.....	169	347	169	347	66	66	169	169	347	347	.....
50 Seaforth.....	68	68	68	68	14	28	42	68	68	68	.....
51 Smith's Falls..	213	213	143	213	67	67	67	107	213	213	.....
52 Steelton	357	357	357	357	116	116	181	357	357	357	36
53 Sturgeon Falls.	541	541	541	541	53	53	166	541	541	541	.....

SEPARATE SCHOOLS—Continued

PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

	Arithmetic and Mensuration	Algebra	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book, inclusive)	German (beyond 4th Book)	German (Primer to 4th Book, inclusive)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science	Maps, Globes and Prizes: Number of Maps	Number of Globes	Number of Schools giving Prizes	Number of Trees planted on Arbor Day
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	1	.....	.....
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	1	.....	.....
3	22	22	8	22	.....	82	.....	.....	22	.....	.....	14	.....	22	3	.....	.....
4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	179	.....	12	2	.....	.....
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	28	3	.....	.....
6	.....	.....	.....	.....	.....	85	.....	.....	.....	.....	.....	.....	.....	10	1	.....	.....
7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	146	316	.....	10	3	1	.....
8	.....	.....	.....	.....	.....	141	.....	.....	.....	.....	153	.....	.....	11	2	1	.....
9	2	2	2	.....	.....	.....	.....	.....	.....	2	.....	.....	2	6	1	1	3
10	.....	.....	.....	.....	.....	190	.....	.....	.....	.....	40	.....	.....	15	1	1	.....
11	.....	.....	.....	.....	.....	425	.....	.....	.....	.....	.....	.....	.....	23	4	.....	.....
12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13	1	1	.....
13	.....	.....	.....	.....	.....	222	.....	.....	.....	.....	.....	.....	.....	11	1	.....	.....
14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	21	20	18	2	1	.....
15	.....	.....	.....	.....	.....	360	.....	.....	.....	.....	.....	540	.....	25	2	.....	.....
16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13	2	.....	.....
17	.....	.....	.....	.....	.....	713	.....	.....	.....	.....	.....	718	.....	15	2	.....	.....
18	.....	.....	.....	.....	.....	193	.....	.....	.....	.....	.....	.....	.....	7	2	1	5
19	3	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	2	1	.....
20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	17	2	1	.....
21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	1	1	.....
22	33	33	33	.....	33	1,042	.....	.....	33	.....	.....	533	.....	41	7	.....	4
23	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13	1	.....	.....
24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	1	.....	.....
25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	1	1	.....
26	.....	.....	.....	.....	.....	248	.....	.....	.....	.....	.....	202	.....	36	1	2	.....
27	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20	2	.....	.....
28	.....	.....	.....	.....	.....	120	.....	.....	.....	.....	.....	47	.....	6	1	.....	.....
29	11	11	11	.....	11	201	.....	.....	11	.....	.....	.....	.....	23	1	.....	.....
30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	1	.....	.....
31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	1	.....	.....
32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	1	.....	.....
33	.....	.....	.....	.....	.....	252	.....	.....	.....	.....	.....	.....	.....	24	4	2	12
34	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	1	.....	.....
35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	17	3	1	6
36	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	1	.....	.....
37	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	120	52	9	2	1	.....
38	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	1	1	.....
39	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	2	.....	.....
40	.....	.....	.....	.....	.....	87	.....	.....	.....	.....	.....	628	.....	32	1	.....	.....
41	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	1	.....	.....
42	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	28	.....	.....	8	1	.....	.....
43	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	1	.....	.....
44	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	100	12	1	.....	.....
45	.....	.....	.....	.....	.....	35	.....	.....	.....	.....	.....	.....	.....	2	1	1	.....
46	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	16	3	1	.....
47	.....	.....	.....	.....	.....	920	.....	.....	.....	.....	.....	.....	.....	32	9	.....	.....
48	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	1	.....	.....
49	.....	.....	.....	.....	.....	320	.....	.....	.....	.....	.....	.....	.....	9	2	.....	.....
50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	1	1	.....
51	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	12	7	1	.....	.....
52	.....	.....	.....	.....	.....	237	.....	.....	.....	.....	.....	.....	.....	17	1	.....	.....
53	.....	.....	.....	.....	.....	432	.....	.....	.....	.....	.....	.....	.....	9	2	.....	.....

ROMAN CATHOLIC

II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Towns—Continued	Teachers: Number of Teachers	Male	Female	Av. salary, male	Av. salary, female	Number who have ever attended a Model School in Ontario	Number who have ever attended a Normal School in Ontario	Number who have ever attended the Normal Coll. or F. of E. in Ontario	Number of University Graduates	1st Class or Interim 1st Class	2nd Class or Interim 2nd Class	3rd Class	District
				$	$								
54 Sudbury	14	....	14	...	525	6	6	.....	....	....	6	8	....
55 Thorold	4	....	4	...	425	1	2	.....	....	....	2	.....	....
56 Tilbury	5	....	5	...	350	3	1	.....	....	....	1	1	....
57 Timmins	3	....	3	...	600	3	.....	.....	....	....	.....	.....	....
58 Trenton	4	....	4	...	250	1	2	.....	....	....	2	1	....
59 Vankleek Hill	5	....	5	...	200	.....	.....	.....	....	....	.....	.....	2
60 Walkerton	4	....	4	...	300	.....	.....	.....	....	....	.....	.....	....
61 Walkerville	2	....	2	...	275	.....	1	.....	....	....	1	.....	....
62 Wallaceburg	5	....	5	...	260	.....	2	1	....	1	2	.....	....
63 Waterloo	4	....	4	...	350	.....	1	.....	....	....	1	1	....
64 Weston	1	....	1	...	625	.....	1	.....	....	....	1	.....	....
65 Whitby	1	....	1	...	525	.....	1	.....	....	....	1	.....	....
Totals	325	10	315	510	364	101	123	1	1	1	120	66	12
Totals													
1 Rural Schools	399	24	375	545	438	153	115	14	1	14	108	127	36
2 Cities	630	67	563	676	403	243	304	29	12	32	341	91	10
3 Towns	325	10	315	510	364	101	123	1	1	1	120	66	12
4 Villages	35	....	35	...	393	12	17	.....	....	....	17	3	....
5 Gd. Totals, 1915	1,389	101	1,288	628	403	509	559	44	14	47	586	287	58
6 Gd. Totals, 1914	1,344	92	1,252	649	395	520	535	30	9	32	528	310	60
7 Increases	45	9	36	...	8	.....	24	14	5	15	58	.....	....
8 Decreases	.....	....	.....	21	...	11	.....	.....	....	....	.....	23	2
9 Percentages	.....	7.27	92.72	...	...	36.64	40.24	3.16	1	3.38	42.19	20.66	4.17

SEPARATE SCHOOLS—Continued

PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

	Temporary	Permanent Unraded	Number of Pupils	Boys	Girls	Average daily attendance	Percentage of average to total attendance	Reading						Art
								First Reader, Part I, or Primer	First Reader, Part II, or 1st Book	Second Book	Third Book	Fourth Book	Beyond 4th Book	
54	.....	.....	905	444	461	516	57	369	164	156	142	74	.....	905
55	.....	2	226	127	99	139	62	53	35	49	37	52	.....	226
56	3	.....	297	143	154	180	60	108	49	70	39	31	.....	152
57	3	.....	190	85	105	85	45	37	83	51	11	8	.....	190
58	1	.....	216	101	115	127	58	60	32	40	42	42	.....	216
59	.....	3	236	124	112	141	59	69	27	44	44	52	.....	236
60	.....	4	181	101	80	148	81	24	21	44	41	51	.....	181
61	.....	1	92	48	44	70	76	22	12	35	16	7	.....	92
62	2	.....	323	150	173	229	71	95	59	60	55	37	17	323
63	.....	2	247	125	122	179	72	42	41	60	49	55	.....	247
64	.....	.....	59	28	31	36	61	14	10	9	14	12	.....	59
65	.....	.....	56	25	31	41	73	5	15	9	12	15	.....	56
	66	60	17,180	8,591	8,589	11,523	67.07	5,643	3,007	3,309	2,923	2,208	90	16,339
1	98	16	17,433	8,851	8,582	10,773	61.80	5,999	3,086	3,222	2,730	2,119	277	14,643
2	38	118	31,327	15,813	15,514	22,341	71.32	8,433	5,199	5,990	5,811	4,510	1,384	31,138
3	66	60	17,180	8,591	8,589	11,523	67.07	5,643	3,007	3,309	2,923	2,208	90	16,339
4	5	10	1,541	769	772	1,096	71.12	378	229	332	283	309	10	1,525
5	207	204	67,481	34,024	33,457	45,733	67.77	20,453	11,521	12,853	11,747	9,146	1,761	63,645
6	201	213	66,271	33,527	32,744	43,788	66.07	19,491	12,209	12,886	11,575	8,603	1,507	62,641
7	6	.....	1,210	497	713	1,945	1.70	962	.....	.....	172	543	254	1,004
8	.....	9	.....	.....	.....	.....	.....	.....	688	33	.....	.....	.....	.....
9	14.90	14.68	.....	50.42	49.58	67.77	.....	30.31	17.07	19.04	17.41	13.55	2.61	94.31

ROMAN CATHOLIC

II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Towns—Concluded	Geography	Music	Literature	Composition	Grammar	English History	Canadian History	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping
54 Sudbury	905	905	905	905	216	216	372	905	905	905	.....
55 Thorold	226	226	226	226	89	52	89	226	226	226	.....
56 Tilbury	297	297	152	152	70	31	140	140	140	297	.....
57 Timmins	190	190	190	190	17	19	133	190	190	190	.....
58 Trenton	216	216	216	216	42	124	124	216	216	216	.....
59 Vankleek Hill	236	236	140	236	52	96	236	236	236	236	.....
60 Walkerton	181	181	181	181	51	136	136	181	181	181	.....
61 Walkerville	92	92	92	92	23	23	23	92	92	92	.....
62 Wallaceburg	323	323	323	323	54	54	109	323	323	323	.....
63 Waterloo	247	247	247	247	55	104	104	247	247	247	.....
64 Weston	59	59	59	59	26	35	35	59	59	59	.....
65 Whitby	56	56	56	56	15	36	36	56	56	56	56
Totals	16,488	16,883	14,741	16,666	5,416	5,824	8,949	15,685	16,423	16,142	423
Totals											
1 Rural Schools	13,090	12,258	12,258	14,476	5,890	4,960	7,666	12,581	11,829	12,785	202
2 Cities	30,129	29,976	29,967	30,572	9,591	10,490	13,850	29,787	30,437	30,261	841
3 Towns	16,488	16,883	14,741	16,666	5,416	5,824	8,949	15,685	16,423	16,142	423
4 Villages	1,520	1,176	1,531	1,541	413	570	1,051	1,308	1,503	1,436	32
5 Gd. Totals, 1915	61,227	60,293	58,497	63,255	21,310	21,844	31,516	59,361	60,192	60,624	1,498
6 Gd. Totals, 1914	59,544	58,431	57,559	61,054	19,807	21,988	33,526	48,831	59,854	59,838	1,215
7 Increases	1,683	1,862	938	2,201	1,503	.....	.....	10,530	338	786	283
8 Decreases	.....	.....	.....	.....	.....	144	2,010	.....	.....	.....	.....
9 Percentages	90.73	89.34	86.68	93.73	31.57	32.37	46.70	87.96	89.19	89.83	2.21

SEPARATE SCHOOLS—Concluded

PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.—Concluded

	Arithmetic and Mensuration	Algebra	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book, inclusive)	German (beyond 4th Book)	German (Primer to 4th Book, inclusive)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science	Maps, Globes and Prizes: Number of Maps	Number of Globes	Number of Schools giving Prizes	Number of Trees planted on Arbor Day
54	....	.....	.....	...	.....	674	....	.....	.....	...	.....	905	.....	19	4	.....	....
55	....	.....	.....	...	.....	.....	....	.....	.....	...	.....	.....	.....	7	1	.....	....
56	....	.....	.....	...	.....	243	....	.....	.....	...	.....	.....	.....	7	3	1	....
57	....	.....	.....	...	.....	.....	....	.....	.....	...	190	.....	.....	6	1	1	....
58	....	.....	.....	...	.....	.....	....	.....	.....	...	.....	.....	.....	7	1	.....	....
59	....	.....	.....	...	.....	198	....	.....	.....	...	.....	.....	.....	10	1	.....	15
60	....	.....	.....	...	.....	.....	....	.....	.....	...	.....	.....	.....	13	3	1	....
61	....	.....	.....	...	.....	53	....	.....	.....	...	.....	.....	.....	11	1	1	....
62	17	17	10	17	.....	.....	....	.....	17	...	.....	.....	.....	7	2	1	....
63	....	.....	.....	...	.....	.....	....	205	.....	...	.....	125	122	12	1	1	....
64	....	.....	.....	...	.....	.....	....	.....	.....	...	.....	.....	.....	10	1	.....	6
65	....	.....	.....	...	.....	.....	....	.....	.....	...	.....	.....	.....	3	1	1	....
	88	88	64	39	44	7,473	....	205	85	2	557	4,363	308	839	117	28	51
1	252	259	226	153	155	11,142	11	612	213	87	1,613	964	297	2,409	300	116	217
2	1,217	1,072	863	759	1,205	5,241	143	690	996	498	152	4,008	869	1,341	197	75	....
3	88	88	64	39	44	7,473	....	205	85	2	557	4,363	308	839	117	28	51
4	10	10	10	5	10	498	....	.....	9	...	148	231	148	142	19	7	26
5	1,567	1,429	1,163	956	1,414	24,354	154	1,507	1,303	587	2,470	9,566	1,622	4,731	633	226	294
6	1,199	1,410	1,135	723	1,180	24,451	111	1,397	1,074	638	1,963	5,093	1,772	4,706	629	198	329
7	368	19	28	233	234	.....	43	110	229	...	507	4,473	.....	25	4	28	....
8	....	.....	.....	...	.....	97	....	.....	.....	51	.....	.....	150	.....	.....	.....	35
9	2.30	2.11	1.72	1.41	2.09	36.09	.22	2.23	1.93	.86	3.66	14.17	2.40	*8.81	*1.18	42.08	....

* To each School.

CONTINUATION

I. TABLE H—FINAN-

Continuation Schools	Receipts						Ex-
	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Acton	522 09	522 09	1,000 00	331 60	132 35	2,508 13	2,010 00
2 Agincourt	.....	.....	761 34	72 00	530 51	1,363 85	400 00
3 Alvinston	539 96	789 96	790 64	599 00	.....	2,719 56	2,010 00
4 Arkona	241 35	627 13	340 31	84 00	250 23	1,543 02	840 00
5 Ayr	453 26	453 26	829 29	300 00	745 30	2,781 11	1,685 00
6 Bancroft	434 18	434 18	1,176 88	.....	25 00	2,070 24	1,698 80
7 Bath	271 93	421 93	425 00	80 00	422 58	1,621 44	1,180 00
8 Beaverton	513 93	613 93	663 26	507 00	154 78	2,452 90	1,950 00
9 Beeton	521 46	718 96	933 80	311 00	240 80	2,726 02	1,975 00
10 Belmont	365 88	1,229 64	3,300 00	283 30	223 81	5,402 63	1,710 00
11 Blenheim	543 95	543 95	1,913 35	232 00	54 00	3,287 25	1,900 00
12 Blind River	533 28	.....	435 72	31 00	.....	1,000 00	925 00
13 Blyth	352 35	704 70	471 13	220 60	9 79	1,758 57	1,425 00
14 Bothwell	434 09	434 09	992 50	165 00	53 67	2,079 35	1,675 00
15 Bowesville	220 35	220 35	425 00	59 25	62 46	987 41	800 00
16 Bracebridge	1,374 30	.....	2,267 51	637 25	.....	4,279 06	3,542 85
17 Bridgeburg	496 78	596 78	1,191 59	.....	248 81	2,533 96	1,970 00
18 Bruce Mines	961 00	.....	1,450 00	.....	11 19	2,422 19	1,830 00
19 Brussels	525 68	1,051 36	325 00	441 50	752 26	3,095 80	1,985 00
20 Burk's Falls	1,067 88	.....	1,413 77	153 00	.....	2,634 65	2,100 00
21 Burlington	524 38	524 38	1,368 96	367 50	.....	2,785 22	2,220 00
22 Cannington	497 79	597 79	885 48	542 75	23 00	2,546 81	1,890 00
23 Cardinal	436 85	586 85	691 38	329 50	.....	2,044 58	1,633 75
24 Carp	1,219 33	969 33	600 00	433 50	1,748 12	4,970 28	3,070 00
25 Chapleau	503 12	.....	1,350 00	.....	715 44	2,568 56	1,440 00
26 Claremont	450 04	550 04	600 00	232 00	405 31	2,237 39	1,660 00
27 Clifford	506 03	656 03	759 93	368 00	20 85	2,310 84	1,716 00
28 Coldwater	353 06	538 06	1,200 00	250 00	135 22	2,476 34	1,750 00
29 Comber	415 87	999 67	400 00	170 00	222 59	2,208 13	1,520 00
30 Cookstown	486 09	486 09	3,527 66	343 20	409 60	5,252 64	1,760 00
31 Creemore	329 92	329 92	582 86	236 00	.....	1,478 70	1,220 00
32 Delhi	108 24	208 24	130 87	20 00	.....	467 35	400 00
33 Drayton	647 41	708 49	1,244 51	689 35	67 00	3,356 76	2,750 00
34 Dresden	545 32	545 32	1,196 17	184 12	40 00	2,510 93	2,150 00
35 Drumbo	331 73	481 13	1,000 00	86 00	387 95	2,286 81	1,400 00
36 Dryden	508 16	.....	986 16	23 00	.....	1,517 32	1,170 00
37 Eganville	275 00	275 00	754 86	17 50	.....	1,322 36	1,105 00
38 Eganville(R.C.S.S)	418 65	418 20	561 52	139 00	501 03	2,038 40	1,500 00
39 Elmira	251 90	251 90	11,750 12	260 20	.....	12,514 12	1,251 00
40 Elmvale	511 75	511 75	1,117 51	98 50	40 00	2,279 51	2,000 00
41 Ennismore	458 23	458 23	593 54	600 00	.....	2,110 00	1,650 00
42 Erin	359 94	509 94	604 04	205 00	116 92	1,795 84	1,542 00
43 Exeter	643 00	1,286 00	4,600 00	696 75	416 87	7,642 62	3,125 00
44 Fenelon Falls	507 40	507 40	1,456 40	112 00	26 00	2,609 20	2,020 00
45 Feversham	223 29	.....	300 00	62 00	265 11	850 40	790 00
46 Finch	448 39	672 58	502 53	434 50	36 94	2,094 94	1,671 00

SCHOOLS
CIAL STATEMENT

penditure

	Buildings, Sites and all permanent improvements	Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture	School books, stationery, fuel, examinations and other expenses	Total Expenditure	Balances	Charges per year for Tuition
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	
1	.....	.....	12 00	273 00	2,295 00	213 13	Res. $5 ; non-res. $7.
2	194 76	.....	312 89	283 85	1,191 50	172 35	$10.
3	140 00	.....	25 00	544 56	2,719 56	.....	Res. F. I free ; all others $10.
4	.....	.....	13 35	70 05	923 40	619 62	$10.
5	.....	.....	182 70	289 90	2,157 60	623 51	$10.
6	11 95	.....	162 38	139 24	2,012 37	57 87	Free.
7	25 00	18 00	39 20	195 00	1,457 20	164 24	Res. free ; non-res. $10.
8	22 30	8 11	57 54	414 95	2,452 90	.....	$10.
9	.....	47 43	12 27	361 33	2,396 03	329 99	Res. F. I free ; all others $10.
10	2,892 76	42 50	130 00	248 72	5,023 98	378 65	Res. F. I free ; all others $10.
11	821 37	50 00	105 74	410 14	3,287 25	.....	Res. free ; non-res. $10.
12	.....	75 00	.....	.....	1,000 00	.....	Res. 1st yr. free, other yrs. $20 ; non-res., 1st yr. $10, other yrs. $30.
13	.....	21 04	.....	288 55	1,734 59	23 98	$7.50.
14	.....	14 75	41 04	326 83	2,057 62	21 73	Res. free : non-res. $10.
15	14 22	.....	37 09	120 20	971 51	15 90	$5.
16	264 41	.....	93 80	378 00	4,279 06	.....	Res. $2.50, $7.50, $10, $15 ; non-res. $10, $12.50, $15, $20
17	.....	198 26	78 72	286 98	2,533 96	.....	Free.
18	105 00	49 55	59 47	362 61	2,406 63	15 56	Free.
19	.....	16 00	.....	348 86	2,349 86	745 94	Res. F. I $5, II, $7.50, III, $10 ; non-res. $10.
20	90 00	80 00	126 00	238 65	2,634 65	.....	$5.
21	67 08	25 58	72 00	400 56	2,785 22	.....	$10.
22	70 00	65 00	101 59	420 22	2,546 81	.....	$10.
23	175 00	.....	.....	235 83	2,044 58	.....	$10.
24	.....	.....	.....	651 87	3,721 87	1,248 41	Res. $5 ; non-res. $10.
25	250 00	5 85	.....	673 56	2,369 41	199 15	Free.
26	19 45	.....	46 60	157 61	1,883 66	353 73	Res. F. I free ; all others $10.
27	.....	43 25	148 09	403 50	2,310 84	.....	$10.
28	205 00	34 00	73 59	396 33	2,458 92	17 42	$10.
29	6 55	.....	.....	232 95	1,759 50	448 63	$10.
30	32 85	43 80	13 25	3,276 00	5,125 90	126 74	$7.50.
31	.....	.....	69 70	189 00	1,478 70	.....	$10.
32	.....	21 17	3 53	42 65	467 35	.....	Res. free ; non-res. $10.
33	13 20	.....	35 52	558 04	3,356 76	.....	Res. F. I free, II, $9, III, $11.50 ; non-res. $13.50.
34	.....	37 23	.....	323 70	2,510 93	.....	Res. L. Sch. free, M. $5 ; non-res. L. $6, M. $10.
35	.....	.....	73 18	207 56	1,680 74	606 07	$5.
36	106 05	.....	134 66	106 61	1,517 32	.....	Res. free ; non-res. $10.
37	.....	17 01	17 18	183 17	1,322 36	.....	Res. free ; non-res. $10.
38	.....	184 68	37 16	218 56	1,940 40	98 00	Res. free ; non-res. $10.
39	10,754 95	.....	216 99	291 18	12,514 12	.....	Res. F. I free ; all others $10.
40	.....	16 20	98 16	165 15	2,279 51	.....	Res. F. I free, III, $10 ; all others $5.
41	400 00	.....	20 00	40 00	2,110 00	.....	$20.
42	.....	13 92	90 77	149 15	1,795 84	.....	F. I res. free, non-res. $5 ; all others $9.
43	3,542 20	.....	80 00	487 50	7,234 70	407 92	Res. F. I free ; all others $10.
44	.....	95 00	251 78	242 42	2,609 20	.....	Res. free ; non-res. $10.
45	.....	.....	.....	45 78	835 78	14 62	$10.
46	73 24	.....	35 58	262 17	2,041 99	52 95	$10.

CONTINUATION

I. TABLE H—FINAN-

Continuation Schools.—Con.	Receipts						Ex-
	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
47 Fingal	485 00	1,212 50	500 00	76 85	194 00	2,468 35	1,815 00
48 Fitzroy Harbour	432 53	432 53	800 00	164 00	153 42	1,982 48	1,720 00
49 Fort Frances	1,068 22	.....	2,271 30	.....	.....	3,339 52	2,240 00
50 Frankford	162 22	299 92	976 05	.....	54 43	1,492 62	471 50
51 Gore Bay	999 18	.....	1,086 45	530 18	.....	2,615 81	2,000 00
52 Grand Valley	502 34	502 34	614 59	383 20	33 00	2,035 47	1,570 00
53 Hanover	520 07	780 08	1,200 00	156 00	305 14	2,961 29	2,246 00
54 Harrow	238 73	809 68	3,676 59	49 00	.....	4,774 00	1,160 00
55 Havelock	511 92	511 92	829 87	92 00	32 00	1,977 71	1,890 00
56 Highgate	518 18	518 18	701 13	323 50	1,494 03	3,555 02	2,100 00
57 Huntsville	1,152 86	.....	1,391 32	235 25	328 00	3,107 43	2,300 00
58 Jarvis	269 52	469 52	477 46	127 50	.....	1,344 00	1,200 00
59 Jockvale	217 72	217 72	510 27	44 00	204 07	1,193 78	812 00
60 Kars	423 97	423 97	865 23	.....	.....	1,713 17	1,503 85
61 Keewatin	1,072 22	.....	2,030 72	.....	.....	3,102 94	2,420 00
62 Kenmore	451 59	451 59	758 61	467 50	361 50	2,490 79	1,590 00
63 Lakefield	529 45	529 45	1,502 75	.....	289 45	2,851 10	2,150 00
64 Lanark	462 07	462 07	800 00	257 00	920 15	2,901 29	1,650 00
65 Lansdowne	199 15	349 15	1,172 22	2 00	.....	1,722 52	775 00
66 Little Current	506 90	.....	773 10	25 00	.....	1,305 00	1,100 00
67 Lucknow	538 48	1,076 96	810 00	480 00	37 62	2,943 06	2,200 00
68 Malakoff	267 66	592 66	495 00	39 00	192 50	1,586 82	1,150 04
69 Manitowaning	444 86	.....	447 42	124 00	17 30	1,033 58	850 00
70 Manotick	217 82	217 82	520 03	29 10	37 55	1,022 32	800 00
71 Maxville	444 60	666 90	603 76	338 50	216 21	2,269 97	1,645 67
72 Melbourne	451 99	451 99	805 00	317 00	627 28	2,653 26	1,696 97
73 Merlin	458 23	958 23	227 81	282 50	.....	1,926 77	1,700 00
74 Merrickville	434 75	584 75	1,201 94	94 00	198 00	2,513 44	1,640 00
75 Metcalfe	441 15	441 15	534 00	258 00	117 00	1,791 30	1,596 75
76 Millbrook	494 80	844 80	400 00	.....	242 85	1,982 45	1,550 00
77 Milton	541 59	541 59	1,070 00	544 50	182 57	2,880 25	2,300 00
78 Mount Albert	471 64	471 64	500 00	304 00	302 28	2,049 56	1,700 00
79 New Hamburg	539 15	539 15	1,325 45	84 25	112 00	2,600 00	2,175 00
80 New Liskeard	1,696 44	.....	1,775 16	.....	1,106 75	4,578 35	3,123 15
81 North Augusta	452 62	602 62	500 00	246 00	116 94	1,918 18	1,645 00
82 North Gower	437 57	437 57	1,000 00	81 37	138 70	2,095 21	1,571 68
83 Norwich	475 91	625 00	1,201 00	267 00	62 30	2,631 21	1,790 00
84 Odessa	480 67	630 67	750 00	125 00	1,583 74	3,570 08	1,720 00
85 Oil Springs	521 06	771 06	712 84	214 50	.....	2,219 46	1,900 00
86 Orono	428 25	728 25	884 60	.....	1,567 42	3,608 52	1,685 00
87 Paisley	497 04	1,580 50	5,500 00	477 75	.....	8,055 29	1,860 00
88 Pakenham	521 63	521 63	1,400 00	586 00	1,907 42	4,936 68	2,720 00
89 Palmerston	534 95	693 95	1,209 29	84 00	10 50	2,532 69	2,035 00
90 Plattsville	475 12	775 12	500 00	300 00	143 21	2,193 45	1,792 00
91 Port Burwell	485 18	1,212 95	400 00	.....	724 18	2,822 31	1,900 00
92 Port Colborne	554 33	654 33	1,000 00	.....	1,800 73	4,009 39	2,160 00
93 Powassan	472 90	.....	500 00	178 50	299 02	1,450 42	1,000 00
94 Princeton	352 19	652 19	882 75	34 00	1,224 88	3,146 01	1,850 00

SCHOOLS—Continued

CIAL STATEMENT—Continued

penditure

	Buildings, Sites and all permanent improvements	Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture	School books, stationery, fuel, examinations and other expenses	Total Expenditure	Balances	Charges per year for Tuition
	$ c.	$ c.	c.		$ c.	$ c.	
47	82 04	18 52	7 20	314 99	2,237 75	230 60	Res. free; non-res. $10.
48	21 22	.....	25 73	139 63	1,906 58	75 90	$10.
49	.....	62 83	357 40	321 03	2,981 26	358 26	Free.
50	163 00	.....	110 00	300 00	1,044 50	448 12	Free.
51	.....	.....	356 25	259 56	2,615 81	.....	$10.
52	38 75	25 30	97 66	303 76	2,035 47	.....	Res. F. I free; all others $10.
53	17 50	96 25	43 51	379 30	2,782 56	178 73	Res. F. I free; all others $10.
54	3,425 00	.....	.....	189 00	4,774 00	.....	Res. free; non-res. $10.
55	.....	.....	36 01	51 70	1,977 71	.....	Res. $3; non-res. $6.
56	76 38	.....	92 65	759 47	3,028 50	526 52	Res. F. I free, II & III, $7.50; non-res. I $5, II & III, $10.
57	364 71	.....	70 00	235 00	2,969 71	137 72	Res. L. Sch. free, M. $10; non-res. L. $7.50, M. $10.
58	.....	.....	.....	144 00	1,344 00	.....	Res. free; non-res. $7.50.
59	.....	4 51	45 90	330 97	1,193 38	.40	Res. F. I free; all others $5.
60	5 30	.....	.....	204 02	1,713 17	.....	Free.
61	30 89	84 78	.....	567 27	3,102 94	.....	Free.
62	390 00	.....	45 19	465 60	2,490 79	.....	$12.50
63	.....	15 00	21 50	664 60	2,851 10	.....	Free.
64	.....	.....	.....	292 60	1,942 60	958 69	Res. free; non-res. $10.
65	33 00	.....	127 45	114 43	1,049 88	672 64	Res. free; non-res. $5.
66	.....	.....	100 00	105 00	1,305 00	.....	Res. free; non-res. $10.
67	60 00	75 00	85 00	360 00	2,780 00	163 06	Res. $5; non-res. $10.
68	105 48	190 00	16 30	120 13	1,581 95	4 87	Res. free; non-res. $10.
69	20 35	.....	55 71	80 12	1,006 18	27 40	$10.
70	50 00	.....	70	114 30	965 00	57 32	Res. free; non-res. $5.
71	.....	.....	92 37	315 72	2,053 76	216 21	Res. $5; non-res. $10.
72	16 00	2 15	144 90	712 87	2,572 89	80 37	Res. free; non-res. $10.
73	.....	.....	36 76	190 01	1,926 77	.....	$10.
74	133 06	100 00	71 12	341 20	2,285 38	228 06	Res. free; non-res. $5.
75	.....	11 75	35 04	142 65	1,786 19	5 11	$10.
76	9 44	.....	15 65	216 30	1,791 39	191 06	Free.
77	143 91	.....	4 60	302 62	2,751 13	129 12	$7.50.
78	36 32	.....	15 15	173 03	1,924 50	125 06	$10.
79	.....	.....	100 00	325 00	2,600 00	.....	Res. free; non-res. L. Sch. $7.50, M. 10.
80	.....	9 95	83 72	967 12	4,183 94	394 41	Free.
81	.....	.....	.....	228 15	1,873 15	45 03	Res. 1st yr. free; all others $10.
82	.....	.....	.....	346 17	1,917 85	177 36	Res. free; non-res. $7.50.
83	85 00	50 00	75 60	574 48	2,575 08	56 13	Res. $3; non-res. $6.
84	24 96	72 33	73 28	454 06	2,344 63	1,225 45	Res. free; non-res. $10.
85	.....	.....	.....	319 46	2,219 46	.....	Res. $5; non-res. $10.
86	238 06	.....	62 86	551 72	2,537 64	1,070 88	Free.
87	1,008 10	.....	357 33	299 46	3,524 89	4,530 40	L. Sch. res. $5; non-res. $10; M. $12.50.
88	75 45	9 75	.....	340 79	3,145 99	1,790 69	$10.
89	63 14	45 55	36 00	353 00	2,532 69	.....	Res. free; non-res. $5.
90	.....	.....	175 89	214 34	2,182 23	11 22	Res. $6; non-res. $12.
91	29 80	.....	32 62	129 23	2,091 65	730 66	Free.
92	.....	32 65	92 71	400 10	2,685 46	1,323 93	Free.
93	117 00	.....	.....	100 00	1,217 00	233 42	Res. $10; non-res. $15.
94	.....	.....	44 00	199 81	2,093 81	1,052 20	Res. free; non-res. $4.50.

CONTINUATION

I. TABLE H—FINAN-

Continuation Schools' —concluded	Receipts						Ex-
	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
95 Richard's Lnd'g.	433 50	.....	600 00	37 50	691 52	1,762 52	780 50
96 Richmond	252 34	252 34	607 69	208 25	.....	1,320 62	1,000 00
97 Ridgeway	507 60	607 60	1,409 80	.....	.....	2,525 00	2,430 00
98 Ripley	454 11	1,443 25	2,966 00	634 00	454 44	5,951 80	1,790 00
99 Rodney.....	472 61	1,181 52	408 17	20 00	23 85	2,106 15	1,742 80
100 Russell	270 86	970 86	733 33	170 00	698 70	2,843 75	1,260 00
101 St. George	528 05	678 05	1,027 72	65 00	22 61	2,321 43	2,000 00
102 Schomberg.....	210 39	210 39	300 00	109 50	106 68	936 96	825 00
103 Southampton....	541 49	1,082 98	772 33	257 70	42 60	2,697 10	1,950 00
104 Spencerville	348 29	498 29	300 00	210 00	864 95	2,221 53	1,350 00
105 Springfield	370 75	926 87	1,002 52	103 20	944 14	3,347 48	1,690 00
106 Stayner	512 25	512 25	1,000 00	338 50	289 11	2,652 11	2,100 00
107 Stella	205 04	355 04	150 00	270 00	59 98	1,040 06	800 00
108 Stouffville	498 77	498 77	367 98	689 25	14 00	2,068 77	1,860 00
109 Sturgeon Falls .	567 38	.....	1,245 07	114 30	259 70	2,186 45	1,000 00
110 Sutton	325 01	325 01	1,240 00	295 50	260 97	2,446 49	1,390 00
111 Tamworth.....	479 55	629 55	878 63	255 25	.....	2,242 98	1,717 18
112 Tara	521 69	1,043 38	452 84	536 00	53 48	2,607 39	2,000 00
113 Tavistock	492 57	642 57	918 25	225 50	120 00	2,398 89	1,985 00
114 Teeswater	443 80	887 60	600 00	409 50	499 94	2,840 84	1,800 00
115 Thamesville	480 90	480 90	682 00	159 30	41 00	1,844 10	1,500 00
116 Thessalon	970 20	.....	1,191 38	.....	.....	2,161 58	1,870 00
117 Thornbury	468 57	702 85	8,869 11	304 00	.....	10,344 53	1,824 80
118 Thorndale	477 59	.....	1,403 41	365 00	614 09	2,860 09	1,830 00
119 Tilbury.	499 06	449 06	850 00	187 00	358 23	2,343 35	1,650 00
120 Tottenham.....	477 18	477 18	772 94	442 50	.....	2,169 80	1,775 00
121 Tweed.....	507 32	807 32	708 12	275 00	24 43	2,322 19	1,900 00
122 Wallaceburg	555 16	555 16	2,000 00	149 00	384 17	3,643 49	3,120 00
123 Warkworth	530 55	930 55	1,406 25	511 00	127 00	3,505 35	1,980 00
124 Webbwood	515 86	.....	743 71	.....	.....	1,259 57	1,000 00
125 West Lorne	257 33	643 32	300 00	.....	230 08	1,430 73	952 00
126 Westmeath	264 06	264 06	675 47	60 00	.....	1,263 59	1,140 00
127 Westport	361 13	480 67	805 09	52 90	43 00	1,742 79	1,575 00
128 Westport(R.C.S.S)	189 59	197 29	350 00	36 00	312 89	1,085 77	600 00
129 Wheatley	484 84	484 84	663 08	460 00	.....	2,092 76	1,850 00
130 Winona.....	236 64	473 28	453 70	.....	5 57	1,169 19	900 00
131 Wolfe Island....	178 93	178 93	400 00	221 50	570 19	1,549 55	737 98
132 Wroxeter	447 43	894 86	504 79	247 00	.....	2,094 08	1,500 00
1 Totals, 1915.....	63,529 40	68,445 34	149,723 68	28,248 97	34,950 95	344,898 34	219,660 27
2 Totals, 1914.....	69,811 42	70,197 74	120,196 11	24,922 50	40,775 40	325,903 17	208,385 64
3 Increases	.....	.....	29,527 57	3,326 47	.....	18,995 17	11,274 63
4 Decreases.....	6,282 02	1,752 40	.....	.....	5,824 45	.....	.....
5 Percentages.....	18.42	19.84	43.41	8.19	10.13	.....	70.67

Cost per pupil, enrolled attendance, $45.70; average attendance, $72.71.

SCHOOLS—Continued

CIAL STATEMENT—Concluded

	penditure						
	Buildings, Sites and all permanent improvements	Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture	School books, stationery, fuel, examinations and other expenses	Total Expenditure	Balances	Charges per year for Tuition
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	
95	5 60	.....	39 14	127 98	953 22	809 30	Res. $5; non-res. $10.
96	125 95	.....	.....	194 67	1,320 62	.....	Res. $5; non-res. $10.
97	.....	.....	15 00	80 00	2,525 00	.....	Free.
98	.....	5 25	251 49	447 90	2,494 64	3,457 16	Res. $10; non-res. $8.
99	.....	.....	100 00	263 35	2,106 15	.....	Res. free; non-res. $10.
100	174 49	.....	.....	86 66	1,521 15	1,322 60	$10.
101	.....	.....	125 30	190 55	2,315 85	5 58	Res. free; non-res. $12.
102	.....	.....	.....	90 00	915 00	21 96	F. I res. free; non-res. $5; all others $10.
103	.....	.....	.....	680 39	2,630 39	66 71	$8.
104	230 55	.....	51 80	242 71	1,875 06	346 47	$10.
105	49 40	86 09	890 53	270 85	2,986 87	360 61	L. Sch. res. free; all others $10.
106	.....	30 37	69 66	320 99	2,521 02	131 09	Res. $5; non-res. $10.
107	.....	.....	65 29	140 63	1,005 92	34 14	$20.
108	.....	.....	8 90	199 87	2,068 77	.....	$15.
109	.....	43 87	.....	663 02	1,706 89	479 56	$10.
110	.....	150 00	50 00	244 58	1,834 58	611 91	$10.
111	.....	.....	12 80	396 74	2,126 72	116 26	Res. free; non-res. $10.
112	158 40	.....	82 55	366 44	2,607 39	.....	$10.
113	.....	.....	51 03	309 36	2,345 39	53 50	Res. $5; non-res. $10.
114	40 00	18 03	159 73	314 78	2,332 54	508 30	1st yr. $5; other yrs. $10.
115	63 32	.....	44 01	236 77	1,844 10	.....	Res. free; non-res. $10.
116	.....	.....	89 02	202 56	2,161 58	.....	Free
117	7,785 79	.....	109 00	624 94	10,344 53	.....	Res. $5; non-res. $10.
118	376 10	22 83	47 47	333 18	2,609 58	250 51	$10.
119	50 00	40 28	13 85	217 13	1,971 26	372 09	$10.
120	53 10	.....	6 00	306 08	2,140 18	29 62	Res. 1st. yr. free; all others $10.
121	76 00	.....	.....	239 97	2,215 97	106 22	Res. $5; non-res. $10.
122	.....	.....	.....	505 57	3,625 57	17 92	Res. free; non-res. $10.
123	420 26	.....	55 35	1,049 74	3,505 35	.....	Res. I $6, II, $9, III, $15; non-res. $7.50, $10.50, $15.
124	7 00	17 80	39 32	195 45	1,259 57	.....	Free.
125	67 32	.....	.....	207 89	1,227 21	203 52	Free.
126	.....	16 93	42 00	64 66	1,263 59	.....	Res. 1st yr. free; all others $10.
127	23 45	.....	38 41	105 93	1,742 79	.....	Res. free; non-res. $5.
128	.....	.....	25 00	100 00	725 00	360 77	Res. free; non-res. $5.
129	85 00	.....	91 01	66 75	2,092 76	.....	Res. $10; non-res. $20.
130	63 63	.....	119 99	85 57	1,169 19	.....	Free.
131	17 60	.....	10 21	758 57	1,524 36	25 19	$15.
132	68 71	60 90	.....	464 47	2,094 08	.....	F. I $5, II, $7.50, III, $10.
1	37,102 87	2,622 00	9,056 14	42,352 96	310,794 24	34,104 10	49 free; 83 not free.
2	33,050 74	2,225 86	10,846 17	39,616 32	294,124 73	31,778 44	49 free; 82 not free.
3	4,052 13	396 14	.....	2,736 64	16,669 51	2,325 66	.... 1 not free.
4	.....	.....	1,790 03	.....	.....	.....	.....
5	11.94	.84	2.91	13.63	.....	.....	37.12 free; 62.87 not free.

CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS AND

Continuation Schools	Pupils				Number of Pupils in—			Number of Pupils from—		
	Boys	Girls	Total number of Pupils	Average Daily Attendance	Lower School	Middle School	Upper School	Municipalities forming C.S. District or from School Section	Other Sections	No. of other Sections thus represented
1 Acton	28	48	76	46	55	21	.....	48	28	12
2 Agincourt	6	12	18	17	18	.....	.....	8	10	....
3*Alvinston	43	53	96	68	82	14	.....	37	59	13
4 Arkona	11	6	17	9	17	.....	.....	12	5	3
5 Ayr	20	21	41	27	28	13	.....	33	8	5
6 Bancroft	17	23	40	23	37	3	.....	26	14	11
7 Bath	17	20	37	18	26	11	.....	23	14	5
8 Beaverton	34	43	77	46	45	32	.....	70	7	2
9 Beeton	25	26	51	28	36	15	.....	26	25	5
10 Belmont	22	36	58	52	40	18	.....	40	18	8
11 Blenheim	40	41	81	50	62	19	.....	48	33	15
12 Blind River	7	16	23	9	23	.....	.....	23	.....	....
13 Blyth	10	29	39	29	21	18	.....	28	11	4
14 Bothwell	29	26	55	36	43	12	.....	29	26	14
15 Bowesville	9	10	19	10	19	.....	.....	4	15	3
16 Bracebridge	47	102	149	98	117	26	6	114	35	20
17 Bridgeburg	17	31	48	30	35	13	.....	39	9	2
18 Bruce Mines	10	19	29	19	21	8	.....	17	12	3
19 Brussels	35	48	83	52	57	26	.....	34	49	11
20 Burk's Falls	21	32	53	30	48	5	.....	44	9	4
21 Burlington	23	29	52	38	42	10	.....	37	15	3
22 Cannington	36	47	83	52	47	36	.....	24	59	15
23 Cardinal	29	29	58	30	41	17	.....	47	11	7
24 Carp	33	46	79	52	55	24	.....	34	45	12
25 Chapleau	16	14	30	19	28	2	.....	30	.....	....
26 Claremont	18	22	40	26	30	10	.....	24	16	9
27 Clifford	12	36	48	34	34	14	.....	30	18	7
28 Coldwater	16	21	37	28	25	12	.....	26	11	4
29 Comber	11	16	27	16	21	6	.....	22	5	3
30 Cookstown	32	29	61	33	45	16	.....	29	32	8
31 Creemore	13	15	28	19	21	7	.....	20	8	5
32 Delhi	7	12	19	16	19	.....	.....	14	5	2
33 Drayton	41	59	100	57	55	45	.....	40	60	26
34 Dresden	38	41	79	50	51	28	.....	45	34	12
35 Drumbo	8	14	22	14	15	7	.....	22	.....	....
36 Dryden	2	14	16	11	16	.....	.....	12	4	2
37 Eganville	13	14	27	15	24	3	.....	25	2	2
38 Eganville (R.C.S.S.)	32	48	80	54	53	27	.....	40	40	20
39 Elmira	28	26	54	29	46	8	.....	31	23	12
40 Elmvale	21	27	48	23	41	7	.....	18	30	6
41 Ennismore	18	29	47	29	33	14	.....	41	6	4
42 Erin	19	35	54	35	39	15	.....	34	20	7
43 Exeter	47	74	121	81	84	37	.....	59	62	21
44 Fenelon Falls	19	34	53	37	40	13	.....	42	11	6
45 Feversham	3	11	14	5	14	.....	.....	4	10	7
46 Finch	29	42	71	40	52	19	.....	30	41	12
47 Fingal	21	16	37	26	19	18	.....	26	11	4
48 Fitzroy Harbour	14	15	29	16	19	10	.....	13	16	8
49 Fort Frances	15	27	42	24	36	6	.....	31	11	10
50 Frankford	15	21	36	23	31	5	.....	16	20	4
51 Gore Bay	29	45	74	49	61	13	.....	42	32	13
52 Grand Valley	38	42	80	54	54	26	.....	58	22	9

* School opened in September.

SCHOOLS—Continued

IN THE VARIOUS SUBJECTS, ETC.

	Number of Pupils from Families whose Head is occupied as below—								Number of Pupils in the Various Subjects									
	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Geography	Reading	Arithmetic and Mensuration	Algebra
1	9	31	3	1	15	3	8	6	55	76	76	76	76	21	55	55	55	76
2	....	15	1	....	....	....	2	....	18	18	18	18	18	....	18	18	18	18
3	18	35	1	....	8	14	20	....	82	96	96	96	96	14	82	82	82	96
4	3	9	2	....	2	1	....	....	17	17	17	17	17	....	17	17	17	17
5	5	21	....	....	11	4	....	....	28	41	41	41	27	13	29	33	33	41
6	11	14	....	2	3	3	4	3	37	40	40	40	23	3	37	37	37	40
7	11	16	3	....	2	2	3	....	26	37	37	37	37	11	26	26	26	37
8	8	40	2	....	8	7	12	....	60	77	77	77	77	28	60	60	60	77
9	5	30	2	....	3	4	2	5	36	51	51	51	51	15	36	36	36	51
10	3	50	1	....	....	1	3	....	40	58	58	58	37	18	40	40	40	58
11	10	47	7	....	11	6	....	....	38	51	51	51	32	13	38	38	38	51
12	4	.....	....	....	3	2	14	....	23	23	23	23	23	....	23	23	23	23
13	2	18	2	....	10	5	2	....	21	26	26	26	16	7	19	19	19	26
14	3	19	1	....	8	9	12	3	43	55	55	43	47	12	43	43	43	55
15	....	19	....	....	....	....	....	....	11	11	11	11	9	....	11	11	11	11
16	33	45	5	1	40	4	21	....	117	143	143	143	81	26	117	117	117	143
17	8	3	....	....	20	3	13	1	35	48	48	48	48	13	35	35	35	48
18	5	18	....	....	....	....	6	....	21	29	29	29	29	8	21	21	21	29
19	15	31	6	....	8	14	3	6	67	83	81	81	81	26	66	66	66	80
20	4	14	4	1	9	6	15	....	35	40	40	40	20	5	35	35	35	40
21	3	16	4	....	2	4	23	....	42	52	52	52	52	10	42	42	42	52
22	15	39	3	2	11	4	7	2	47	83	83	83	60	36	47	47	47	83
23	3	17	2	....	12	14	8	2	41	58	58	58	58	17	41	41	41	58
24	9	60	3	....	2	2	3	....	55	79	79	79	60	24	55	19	55	79
25	7	.....	1	....	21	....	1	....	28	30	30	27	12	2	28	28	28	28
26	2	22	5	....	5	3	3	....	30	40	40	40	31	10	30	30	30	40
27	6	18	5	....	8	4	7	....	39	48	48	48	41	14	39	39	39	48
28	10	10	....	1	....	10	6	....	30	37	37	37	37	12	30	30	30	37
29	6	13	....	....	....	4	4	....	21	27	27	27	18	6	21	21	21	27
30	4	43	....	....	7	3	4	....	45	61	61	61	61	16	45	45	45	61
31	4	11	2	....	6	2	2	1	21	28	28	28	28	7	21	21	21	28
32	7	7	....	....	3	1	1	....	19	19	19	19	7	....	19	19	19	19
33	2	73	3	....	3	8	2	9	55	100	100	100	100	45	55	55	55	100
34	12	39	7	....	13	4	4	....	53	79	79	79	79	26	53	53	53	79
35	.....	8	2	....	7	5	....	....	15	22	22	22	14	7	15	15	15	22
36	1	4	....	....	3	8	....	....	16	16	16	16	11	....	16	16	16	16
37	5	6	1	....	10	2	3	....	24	27	27	27	18	3	24	24	24	27
38	17	36	2	....	9	4	12	....	53	80	80	80	80	27	53	53	53	80
39	1	19	1	....	19	10	1	3	46	54	54	54	54	8	46	46	46	54
40	.....	33	1	1	13	....	....	....	41	48	48	41	36	7	41	41	41	48
41	.....	47	....	....	....	....	....	....	26	31	31	31	31	5	26	26	26	31
42	17	30	3	....	....	2	2	....	39	54	54	31	54	15	39	39	40	54
43	18	58	2	1	13	14	7	8	77	121	121	121	121	37	77	84	84	114
44	5	21	1	....	11	15	....	....	34	47	47	47	47	13	34	34	34	47
45	.....	11	....	....	....	1	2	....	14	14	14	14	5	....	14	14	14	14
46	2	49	2	....	15	....	3	....	52	71	71	52	42	19	52	52	52	71
47	1	22	4	....	3	6	....	1	29	37	37	37	37	18	19	19	20	37
48	.....	20	1	....	4	....	2	2	22	29	29	29	29	10	22	22	22	28
49	6	10	3	....	5	4	11	3	36	42	42	42	42	6	36	36	36	42
50	4	20	1	1	4	2	4	....	31	36	36	20	21	5	31	31	31	36
51	1	30	7	1	18	7	9	1	68	74	74	74	44	13	68	74	68	74
52	22	37	5	....	3	6	2	5	54	80	80	80	80	26	55	54	54	80

CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

Continuation Schools	Number of Pupils in the Various Subjects						
	Geometry	French	German	Latin	Zoology	Botany	Chemistry
1 Acton	45	56	.....	62	55	55	45
2 Agincourt	6	18	.....	18	18	18	6
3 Alvinston	46	30	.....	60	82	82	46
4 Arkona	12	10	.....	13	17	17	12
5 Ayr	27	25	.....	32	30	30	26
6 Bancroft	40	26	.....	30	37	37	23
7 Bath	37	18	.....	18	25	25	26
8 Beaverton	56	49	.....	48	60	60	55
9 Beeton	33	50	.....	50	36	36	51
10 Belmont	37	52	.....	56	40	40	37
11 Blenheim	51	43	.....	47	38	38	51
12 Blind River	10	23	.....	23	23	23	10
13 Blyth	16	19	4	23	19	19	16
14 Bothwell	38	51	.....	52	43	43	38
15 Bowesville	9	8	.....	8	11	11	9
16 Bracebridge	81	45	6	98	123	123	81
17 Bridgeburg	37	48	.....	48	35	35	48
18 Bruce Mines	29	26	.....	28	21	21	24
19 Brussels	66	39	.....	49	66	66	26
20 Burk's Falls	20	38	.....	38	35	35	20
21 Burlington	29	49	.....	50	42	42	29
22 Cannington	60	26	.....	52	47	47	60
23 Cardinal	32	43	.....	41	41	41	32
24 Carp	60	72	.....	76	55	55	60
25 Chapleau	10	27	.....	24	30	30	2
26 Claremont	40	40	.....	37	30	30	16
27 Clifford	41	7	21	44	39	39	14
28 Coldwater	24	35	1	36	30	30	37
29 Comber	18	22	.....	22	21	21	14
30 Cookstown	32	60	.....	61	45	45	32
31 Creemore	15	20	.....	20	21	21	15
32 Delhi	19	7	.....	19	19	19	7
33 Drayton	48	80	.....	95	55	55	68
34 Dresden	51	45	.....	77	53	53	51
35 Drumbo	14	15	.....	18	15	15	14
36 Dryden	11	11	.....	16	16	16	11
37 Eganville	21	9	.....	9	24	24	21
38 Eganville (R.C.S.S.)	59	29	.....	29	33	33	65
39 Elmira	29	.....	.....	.....	46	46	28
40 Elmvale	36	48	.....	46	41	41	27
41 Ennismore	22	27	.....	28	26	26	22
42 Erin	41	31	.....	48	39	39	41
43 Exeter	79	59	3	78	68	68	80
44 Fenelon Falls	28	32	.....	36	34	34	13
45 Feversham	5	.....	.....	14	14	14	5
46 Finch	42	65	.....	65	52	52	42
47 Fingal	31	13	.....	22	19	19	31
48 Fitzroy Harbour	22	20	.....	20	22	22	10
49 Fort Frances	17	38	.....	39	36	36	13
50 Frankford	21	36	.....	36	31	31	21
51 Gore Bay	44	70	.....	69	68	68	44
52 Grand Valley	80	70	.....	80	54	54	31

SCHOOLS—Continued

AND IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils in the Various Subjects—Continued							Special Courses		
	Physics	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Art (Middle School)
1	76	55	.....	.....	.....	55	76	.....	.....	.....
2	18	18	.....	.....	.....	18	18	.....	18	.....
3	96	82	.....	.....	.....	82	96	.....	.....	.....
4	17	17	.....	.....	.....	17	17	.....	.....	.....
5	37	28	28	.....	.....	23	41	.....	.....	.....
6	40	17	20	.....	.....	37	37	.....	.....	.....
7	37	26	.....	.....	.....	36	37	.....	.....	.....
8	77	60	.....	.....	.....	60	77	.....	.....	1
9	33	36	.....	.....	.....	36	51	.....	.....	.....
10	58	40	.....	.....	.....	40	58	.....	.....	.....
11	51	38	.....	.....	.....	38	51	.....	.....	2
12	23	23	23	.....	.....	23	21	.....	.....	.....
13	26	10	.....	.....	.....	21	.....	.....	.....	.....
14	38	43	.....	.....	.....	43	55	.....	.....	.....
15	11	11	9	.....	.....	11	11	.....	.....	.....
16	143	62	48	.....	.....	122	117	.....	.....	5
17	48	35	.....	.....	.....	35	48	.....	.....	.....
18	29	21	.....	.....	.....	21	29	.....	.....	.....
19	81	67	.....	.....	.....	66	83	.....	.....	.....
20	53	35	35	.....	.....	35	40	.....	.....	.....
21	52	42	.....	.....	.....	42	50	.....	.....	.....
22	83	47	.....	.....	.....	47	83	.....	15	.....
23	58	31	.....	.....	.....	33	58	.....	.....	2
24	79	19	.....	.....	.....	55	79	.....	.....	.....
25	30	28	.....	.....	.....	28	30	.....	.....	.....
26	40	30	.....	.....	.....	30	40	.....	.....	.....
27	48	7	.....	.....	.....	39	48	.....	.....	.....
28	37	30	30	.....	.....	30	37	.....	.....	.....
29	27	21	.....	.....	.....	21	27	.....	.....	.....
30	61	45	.....	.....	.....	45	61	.....	.....	.....
31	28	21	.....	.....	.....	21	.....	.....	.....	.....
32	19	19	19	.....	.....	19	19	.....	.....	.....
33	100	55	32	.....	.....	55	100	.....	55	.....
34	79	79	.....	.....	.....	53	79	.....	.....	.....
35	22	15	.....	.....	.....	15	22	.....	.....	.....
36	16	16	11	.....	.....	16	16	.....	.....	.....
37	27	24	9	.....	.....	24	27	.....	.....	.....
38	80	20	.....	.....	.....	49	80	.....	.....	17
39	20	46	.....	.....	.....	46	54	.....	.....	.....
40	48	41	.....	.....	.....	41	48	.....	.....	.....
41	31	26	26	.....	.....	26	.....	.....	.....	.....
42	54	41	.....	.....	.....	40	54	.....	.....	.....
43	104	84	84	17	19	67	121	17	70	.....
44	47	34	34	.....	.....	34	47	.....	.....	.....
45	14	14	7	.....	.....	14	.....	.....	.....	.....
46	71	29	.....	.....	.....	52	71	.....	.....	.....
47	37	19	.....	.....	.....	19	37	.....	.....	.....
48	29	22	2	.....	.....	22	29	.....	.....	.....
49	42	36	36	.....	.....	36	42	.....	.....	.....
50	36	31	.....	.....	.....	36	36	.....	.....	5
51	74	.....	68	.....	.....	69	74	.....	.....	.....
52	79	54	54	.....	.....	54	80	.....	.....	.....

CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

Continuation Schools (Continued)	Pupils				Number of Pupils in—			Number of Pupils from—		
	Boys	Girls	Total number of Pupils	Average Daily Attendance	Lower School	Middle School	Upper School	Municipalities forming C. S. District or from School Section	Other Sections	No. of other Sections thus represented.
53 Hanover	33	44	77	46	61	16	.....	68	9	6
54 Harrow	11	19	30	17	23	7	.....	19	11	7
55 Havelock	18	31	49	31	33	16	.....	42	7	5
56 Highgate	26	41	67	42	49	18	.....	31	36	12
57 Huntsville	25	45	70	52	50	20	.....	55	15	5
58 Jarvis	16	23	39	21	39	.....	.....	14	25	9
59 Jockvale	14	11	25	12	25	.....	.....	19	6	5
60 Kars	10	13	23	15	14	9	.....	16	7	3
61 Keewatin	20	19	39	23	27	12	.....	39	.....	.....
62 Kenmore	20	33	53	35	35	18	.....	23	30	6
63 Lakefield	23	45	68	52	46	22	.....	50	18	6
64 Lanark	24	67	91	66	45	46	.....	42	49	14
65 Lansdowne	12	20	32	15	32	.....	.....	25	7	5
66 Little Current	10	18	28	20	28	.....	.....	20	8	4
67 Lucknow	40	51	91	60	55	36	.....	54	37	12
68 Malakoff	6	11	17	13	13	4	.....	11	6	1
69 Manitowaning	7	18	25	13	23	2	.....	11	14	4
70 Manotick	6	12	18	10	18	.....	.....	5	13	9
71 Maxville	22	43	65	40	55	10	.....	31	34	12
72 Melbourne	28	31	59	41	38	21	.....	16	43	12
73 Merlin	22	18	40	24	27	13	.....	21	19	6
74 Merrickville	20	34	54	35	40	14	.....	36	18	4
75 Metcalfe	14	34	48	28	37	11	.....	23	25	7
76 Millbrook	16	37	53	36	35	18	.....	27	26	12
77 Milton	41	60	101	66	77	24	.....	55	46	10
78 Mount Albert	25	24	49	32	39	10	.....	29	20	9
79 New Hamburg	20	30	50	33	31	19	.....	36	14	5
80 New Liskeard	21	29	50	29	35	15	.....	40	10	10
81 North Augusta	21	22	43	27	30	13	.....	18	25	11
82 North Gower	15	15	30	19	16	14	.....	13	17	7
83 Norwich	38	41	79	48	54	25	.....	32	47	15
84 Odessa	22	20	42	17	32	10	.....	21	21	8
85 Oil Springs	19	28	47	30	29	18	.....	33	14	8
86 Orono	15	41	56	36	32	24	.....	30	26	8
87 Paisley	26	46	72	49	44	28	.....	34	38	15
88 Pakenham	41	40	81	55	53	21	7	31	50	12
89 Palmerston	38	43	81	45	56	25	.....	47	34	13
90 Plattsville	24	23	47	31	37	10	.....	25	22	10
91 Port Burwell	11	24	35	18	29	6	.....	29	6	5
92 Port Colborne	23	26	49	24	49	.....	.....	42	7	4
93 Powassan	10	18	28	16	28	.....	.....	19	9	5
94 Princeton	14	24	38	25	26	12	.....	23	15	5
95 Richard's Landing	4	8	12	11	12	.....	.....	10	2	2
96 Richmond	17	30	47	29	26	21	.....	22	25	7
97 Ridgeway	24	24	48	31	26	22	.....	25	23	6
98 Ripley	40	50	90	63	61	29	.....	34	56	15
99 Rodney	25	36	61	38	46	15	.....	33	28	12
100 Russell	11	17	28	18	28	.....	.....	25	3	3
101 St. George	20	26	46	23	42	4	.....	39	7	4
102 Schomberg	13	19	32	17	32	.....	.....	17	15	6
103 Southampton	26	29	55	33	45	10	.....	49	6	4
104 Spencerville	15	18	33	19	25	8	.....	14	19	10

SCHOOLS—Continued

AND IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils from Families whose Head is occupied as below—							Number of Pupils in the Various Subjects										
	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Geography	Reading	Arithmetic and Mensuration	Algebra
53	18	11	6	....	24	5	8	5	59	75	75	75	48	16	59	59	61	77
54	5	17	1	....	2	2	3	....	23	30	30	30	19	7	23	23	23	30
55	5	11	2	....	....	25	5	1	23	30	30	30	19	9	22	23	23	30
56	5	57	2	1	2	....	....	....	49	49	49	67	67	18	49	49	49	67
57	12	10	5	1	17	15	4	6	50	70	70	70	70	20	50	50	50	70
58	3	28	1	....	2	3	1	1	39	39	39	39	23	....	39	39	39	39
59	....	24	....	....	1	....	....	....	25	25	25	25	19	....	25	25	25	25
60	1	18	1	....	3	....	....	....	14	23	23	23	19	9	14	14	14	23
61	....	2	....	....	20	17	....	....	31	39	39	39	27	12	31	31	31	39
62	....	42	1	....	4	3	3	....	39	53	53	39	36	18	39	39	39	53
63	16	23	....	....	14	12	3	....	44	68	68	68	68	24	44	44	44	68
64	9	51	3	....	12	3	10	3	45	91	91	91	91	46	45	45	45	91
65	1	14	1	....	13	1	2	....	32	32	32	32	15	....	32	32	32	32
66	1	9	2	....	2	14	....	....	28	28	28	11	17	....	28	28	28	28
67	20	41	4	....	15	5	....	6	67	91	91	91	91	36	67	91	67	91
68	....	17	....	....	....	....	....	....	11	13	13	13	9	2	11	11	11	13
69	4	16	1	....	2	....	2	....	23	25	25	25	12	2	23	23	23	25
70	1	13	1	....	1	2	....	....	18	17	18	18	14	....	18	18	18	18
71	9	37	6	....	2	1	4	6	55	64	64	55	41	9	55	55	57	64
72	3	47	2	1	1	3	2	....	38	58	58	38	59	21	38	38	38	58
73	....	23	2	....	4	8	....	3	27	40	40	27	40	13	27	27	27	40
74	5	24	3	....	13	6	2	1	40	54	54	54	30	14	40	40	40	54
75	2	35	2	....	4	....	2	3	37	48	48	48	34	11	37	48	37	48
76	9	31	3	....	6	3	1	....	38	53	53	53	37	18	38	53	43	53
77	17	55	4	....	9	9	4	3	77	101	101	101	56	24	77	77	77	101
78	10	27	1	....	6	3	....	2	42	47	46	42	42	9	42	42	42	48
79	11	15	2	1	8	5	5	3	31	50	50	50	50	19	31	50	31	50
80	10	10	2	....	11	5	12	....	35	50	50	50	29	15	35	21	35	50
81	....	31	1	....	2	1	8	....	30	43	43	43	28	13	30	43	30	43
82	1	26	2	....	....	1	....	....	16	30	30	24	20	14	16	16	16	30
83	12	46	2	1	5	3	9	1	60	79	79	79	41	25	54	54	54	79
84	1	30	4	....	2	4	1	....	32	42	42	42	32	10	32	32	32	42
85	5	25	....	....	6	7	4	....	37	35	36	37	40	18	37	37	37	47
86	9	31	1	....	4	4	6	1	32	56	56	56	39	24	32	32	32	56
87	13	42	4	....	3	1	3	6	44	72	72	72	55	28	72	72	44	72
88	....	61	5	....	7	6	2	....	53	74	74	74	52	21	53	53	53	74
89	9	35	....	....	16	13	7	1	56	81	81	81	81	25	56	56	56	81
90	3	23	5	2	7	2	5	....	40	47	47	47	24	10	40	40	40	47
91	6	10	....	....	1	13	2	3	29	35	35	35	35	7	29	29	29	35
92	8	6	1	....	10	9	10	5	49	49	49	49	22	....	49	49	49	49
93	4	11	....	....	5	6	2	....	28	28	28	28	15	....	28	28	28	28
94	5	23	2	....	2	3	....	3	26	38	38	38	35	12	26	26	26	38
95	3	7	....	....	2	....	....	....	12	12	12	12	12	....	12	12	12	12
96	1	28	2	....	2	14	....	....	36	47	47	47	37	21	26	47	26	47
97	6	23	....	....	7	4	8	....	26	48	48	48	48	22	26	48	26	48
98	18	65	3	....	3	1	....	....	61	90	90	90	78	29	61	61	61	90
99	15	25	2	....	10	7	2	....	43	61	61	33	43	13	43	43	35	59
100	4	10	1	....	4	7	2	....	28	28	28	28	28	....	28	28	28	28
101	5	31	....	....	3	5	....	2	44	46	45	45	18	4	....	41	44	45
102	5	21	....	....	2	....	....	4	32	32	32	32	17	....	32	32	32	32
103	8	6	1	....	13	8	18	1	45	55	55	55	31	10	45	45	45	55
104	4	23	....	....	5	....	1	....	25	33	33	33	23	8	25	25	25	33

CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

Continuation Schools—Con.	Number of Pupils in the Various Subjects—Continued.						
	Geometry	French	German	Latin	Zoology	Botany	Chemistry
53 Hanover	48	38	40	71	61	61	50
54 Harrow	19	29	.....	29	23	23	19
55 Havelock	20	24	.....	30	23	23	20
56 Highgate	27	24	.....	42	49	49	45
57 Huntsville	39	60	.....	57	50	50	39
58 Jarvis	39	34	.....	36	39	39	16
59 Jockvale	19	25	.....	25	25	25	19
60 Kars	19	.....	.....	.....	14	14	19
61 Keewatin	27	31	.....	37	31	31	27
62 Kenmore	36	38	.....	36	37	37	35
63 Lakefield	53	34	.....	30	44	44	68
64 Lanark	91	74	.....	88	45	45	68
65 Lansdowne	15	32	.....	32	32	32	15
66 Little Current	17	18	.....	20	28	28	19
67 Lucknow	70	59	.....	85	66	66	41
68 Malakoff	9	13	.....	13	11	11	9
69 Manitowaning	12	5	.....	14	23	23	12
70 Manotick	12	7	.....	17	18	18	12
71 Maxville	41	41	.....	47	55	55	41
72 Melbourne	44	45	.....	45	38	38	44
73 Merlin	23	40	.....	40	27	27	23
74 Merrickville	30	40	.....	36	40	40	30
75 Metcalfe	34	22	.....	32	37	37	34
76 Millbrook	39	41	.....	46	35	35	39
77 Milton	56	88	.....	90	77	77	56
78 Mount Albert	48	38	.....	40	42	42	23
79 New Hamburg	36	.....	37	40	31	31	36
80 New Liskeard	29	34	.....	50	35	35	30
81 North Augusta	28	39	.....	41	30	30	28
82 North Gower	20	25	.....	28	16	16	20
83 Norwich	40	59	.....	60	54	54	40
84 Odessa	32	32	.....	32	32	32	32
85 Oil Springs	38	12	.....	19	37	37	26
86 Orono	39	21	.....	55	32	32	39
87 Paisley	55	38	.....	55	44	44	38
88 Pakenham	52	81	7	81	81	81	74
89 Palmerston	81	48	.....	57	56	56	58
90 Plattsville	24	44	.....	47	40	40	24
91 Port Burwell	19	27	.....	28	29	29	14
92 Port Colborne	49	40	.....	38	49	49	15
93 Powassan	15	25	.....	24	28	28	15
94 Princeton	35	13	.....	14	26	26	35
95 Richard's Landing	12	.....	.....	7	12	12	12
96 Richmond	37	16	.....	24	26	26	37
97 Ridgeway	40	22	.....	46	26	26	40
98 Ripley	78	54	.....	68	61	61	78
99 Rodney	43	25	.....	20	43	43	13
100 Russell	18	28	.....	28	28	28	7
101 St. George	19	40	.....	41	42	42	14
102 Schomberg	17	22	.....	19	32	32	17
103 Southampton	55	49	.....	48	45	45	31
104 Spencerville	23	22	.....	22	25	25	23

SCHOOLS—Continued

AND IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils in the Various Subjects—Continued							Special Courses		
	Physics	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Art (Middle School)
53	77	61	.....	.....	.....	61	77	.....	.....	.....
54	30	23	.....	.....	.....	23	30	.....	.....	.....
55	30	23	23	.....	.....	23	30	.....	.....	.....
56	67	49	.....	.....	.....	49	67	.....	.....	.....
57	70	50	50	.....	.....	50	70	.....	.....	.....
58	39	39	.....	.....	.....	39	39	.....	.....	.....
59	25	25	.....	.....	.....	25	25	.....	.....	.....
60	23	14	14	.....	.....	16	23	.....	.....	.....
61	39	27	27	.....	.....	32	39	.....	.....	.....
62	53	.....	.....	.....	.....	37	53	.....	.....	.....
63	6	.....	11	.....	.....	44	45	.....	.....	.....
64	91	45	22	.....	.....	45	91	.....	.....	.....
65	32	32	.....	.....	.....	32	32	.....	.....	.....
66	28	28	9	.....	.....	28	28	.....	.....	.....
67	91	67	.....	.....	.....	67	91	.....	.....	.....
68	13	11	.....	.....	.....	11	13	.....	.....	.....
69	25	23	.....	.....	.....	23	20	.....	.....	.....
70	18	18	.....	.....	.....	18	18	.....	.....	.....
71	64	55	24	.....	.....	57	65	.....	.....	.....
72	59	38	11	.....	.....	41	59	.....	.....	.....
73	40	27	10	.....	.....	27	40	.....	.....	.....
74	30	40	16	.....	.....	40	40	.....	.....	.....
75	48	37	14	.....	.....	37	48	.....	.....	.....
76	53	38	29	.....	.....	42	53	.....	.....	4
77	101	77	.....	.....	.....	77	101	.....	.....	.....
78	49	42	.....	.....	.....	42	.....	.....	.....	.....
79	50	31	.....	.....	.....	28	50	.....	.....	.....
80	50	21	26	.....	.....	35	50	.....	17	.....
81	43	30	15	.....	.....	30	43	.....	.....	.....
82	30	16	.....	.....	.....	16	30	.....	.....	.....
83	79	54	.....	.....	.....	54	79	.....	.....	.....
84	42	32	15	.....	.....	33	42	.....	.....	.....
85	47	37	.....	.....	.....	43	46	.....	.....	7
86	56	32	.....	.....	.....	32	56	.....	.....	.....
87	72	72	18	.....	.....	44	64	.....	.....	.....
88	74	53	.....	.....	.....	53	81	.....	.....	.....
89	81	56	.....	.....	.....	56	81	.....	.....	.....
90	47	40	.....	.....	.....	40	47	.....	.....	.....
91	35	35	24	.....	.....	27	35	.....	.....	.....
92	49	49	.....	.....	.....	49	49	.....	.....	.....
93	28	28	.....	.....	.....	28	28	.....	.....	.....
94	38	.....	.....	.....	.....	38	.....	.....	.....	.....
95	12	12	.....	.....	.....	12	.....	.....	.....	.....
96	47	26	26	.....	.....	26	47	.....	.....	.....
97	48	26	26	.....	.....	26	48	.....	.....	4
98	90	61	61	.....	.....	70	.....	.....	.....	8
99	43	43	31	.....	.....	43	61	.....	.....	.....
100	28	28	.....	.....	.....	28	28	.....	.....	.....
101	45	43	.....	.....	.....	40	46	.....	.....	.....
102	32	32	32	.....	.....	32	32	.....	.....	.....
103	55	45	.....	.....	.....	45	55	.....	.....	.....
104	33	10	6	.....	.....	25	33	.....	.....	.....

CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

	Continuation Schools—Continued	Pupils				Number of Pupils in—			Number of Pupils from—		
		Boys	Girls	Total Number of Pupils	Average Daily Attendance	Lower School	Middle School	Upper School	Municipalities forming C. S. District or from School Section	Other Sections	No. of other Sections thus represented
105	Springfield	15	14	29	18	22	7	.....	16	13	4
106	Stayner	30	42	72	46	53	19	.....	37	35	10
107	Stella	11	19	30	17	25	5	.....	19	11	3
108	Stouffville	35	32	67	42	51	16	.....	31	36	8
109	Sturgeon Falls	5	14	19	10	19	.....	.....	14	5	2
110	Sutton	15	28	43	26	31	12	.....	25	18	5
111	Tamworth	20	45	65	52	56	9	.....	28	37	12
112	Tara	22	58	80	54	46	34	.....	38	42	15
113	Tavistock	20	25	45	35	34	11	.....	33	12	2
114	Teeswater	37	34	71	46	36	35	.....	35	36	13
115	Thamesville	23	34	57	49	36	21	.....	38	19	8
116	Thessalon	21	42	63	35	52	11	.....	33	30	8
117	Thornbury	28	36	64	41	51	13	.....	25	39	13
118	Thorndale	19	33	52	35	33	19	.....	45	7	4
119	Tilbury	15	22	37	22	30	7	.....	19	18	7
120	Tottenham	26	42	68	37	50	18	.....	23	45	9
121	Tweed	18	50	68	45	57	11	.....	23	45	16
122	Wallaceburg	59	78	137	75	106	31	.....	88	49	15
123	Warkworth	34	41	75	45	48	27	.....	25	50	14
124	Webbwood	6	12	18	10	18	.....	.....	17	1	1
125	West Lorne	12	20	32	20	32	.....	.....	27	5	4
126	Westmeath	14	29	43	22	43	.....	.....	23	20	2
127	Westport	16	25	41	28	30	11	.....	24	17	13
128	Westport (R.C.S.S.)	16	23	39	27	25	14	.....	27	12	5
129	Wheatley	25	28	53	32	38	15	.....	34	19	6
130	Winona	11	17	28	12	28	.....	.....	22	6	3
131	Wolfe Island	10	8	18	11	14	4	.....	11	7	3
132	Wroxeter	34	25	59	37	47	12	.....	47	12	3
1	Totals, 1915	2,803	3,997	6,800	4,274	5,020	1,767	13	4,019	2,781	1,003
2	Totals, 1914	2,474	3,595	6,069	3,812	4,345	1,704	20	3,662	2,407	952
3	Increases	329	402	731	462	675	63	.....	357	374	51
4	Decreases	.....	.....	.....	.....	.....	.....	7	.....	.....	.....
5	Percentages	41.22	58.77	.....	62.85	73.82	25.98	.19	59.10	40.89	.....

SCHOOLS—Continued

AND IN THE VARIOUS SUBJECTS, ETC.—Continued

		Number of Pupils from Families whose Head is occupied as below—							Number of Pupils in the Various Subjects					
	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History
105	4	13	.....	.....	9	3	.....	.....	22	29	29	29	21	7
106	18	30	1	1	7	12	3	.....	53	72	72	72	44	19
107	1	26	.....	.....	3	.....	.....	.....	25	30	30	30	23	5
108	10	33	5	.....	7	2	8	2	57	67	67	67	47	11
109	..	.....	.....	1	11	.....	7	.....	19	19	19	19	19	.....
110	4	31	3	.....	.....	1	.....	4	31	43	43	43	30	12
111	13	36	5	1	6	1	1	2	56	65	65	65	65	9
112	8	44	9	.....	12	6	.....	1	46	80	80	80	51	34
113	8	19	4	.....	11	.....	3	.....	39	45	45	39	39	11
114	4	36	1	.....	12	6	.....	12	36	71	71	71	50	35
115	8	18	3	.....	12	2	14	.....	36	53	53	53	40	17
116	13	28	1	.....	7	5	9	.....	52	63	63	63	35	11
117	4	33	7	.....	12	.....	3	5	64	64	64	64	44	13
118	2	44	2	.....	1	2	1	.....	40	52	52	52	38	19
119	9	17	2	.....	3	1	4	1	30	37	37	37	37	7
120	5	38	5	2	3	7	6	2	41	68	68	68	51	18
121	12	33	6	3	5	3	5	1	57	68	68	68	37	11
122	18	33	7	1	29	25	15	9	91	137	91	137	77	31
123	2	65	6	.....	.....	2	.....	.....	56	75	75	75	75	27
124	4	3	1	.....	.....	.....	10	.....	18	18	18	18	18	.....
125	5	24	.....	.....	.....	.....	3	.....	32	32	32	32	19	.....
126	7	26	1	.....	2	3	3	1	43	41	43	43	28	.....
127	11	20	2	.....	2	1	2	3	30	40	40	41	20	11
128	4	21	.....	.....	.....	6	8	.....	39	39	39	39	39	7
129	9	20	2	.....	7	3	12	.....	38	53	53	53	53	53
130	2	20	.....	1	1	2	.....	2	28	28	28	28	28	.....
131	2	5	.....	.....	8	.....	3	.....	14	18	18	18	18	4
132	10	25	.....	.....	9	4	10	1	47	59	59	59	59	12
1	866	3,392	278	29	889	603	566	177	5,077	6,634	6,588	6,457	5,296	1,747
2	803	2,955	280	29	791	520	529	162	4,435	5,955	5,968	5,711	4,847	1,707
3	63	437	.....	.....	98	83	37	15	642	679	620	746	449	40
4	...	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		12.73	49.88	4.09	.43	13.07	8.86	8.32	2.60	74.66	97.55	96.88	94.95	77.88	25.69

CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

Continuation Schools—Con.	Number of Pupils in the Various Subjects—Concluded							
	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	French	German	Latin
105 Springfield	22	22	22	29	21	26	.....	28
106 Stayner	53	53	55	72	44	50	.....	54
107 Stella	25	30	25	30	23	13	.....	12
108 Stouffville	55	55	55	67	47	59	.....	61
109 Sturgeon Falls	19	19	19	19	19	5	.....	17
110 Sutton	31	31	31	43	13	38	.....	39
111 Tamworth	56	56	56	65	36	61	.....	63
112 Tara	46	46	46	80	51	20	.....	47
113 Tavistock	39	39	39	45	32	.....	41	40
114 Teeswater	36	36	36	71	71	40	.....	64
115 Thamesville	36	36	36	53	40	40	.....	44
116 Thessalon	52	52	52	63	35	3	.....	25
117 Thornbury	64	51	51	64	44	58	.....	64
118 Thorndale	40	40	40	52	38	49	.....	49
119 Tilbury	30	30	30	37	20	17	.....	16
120 Tottenham	50	50	50	68	51	43	.....	52
121 Tweed	57	31	57	68	37	59	.....	61
122 Wallaceburg	137	91	106	122	77	38	.....	104
123 Warkworth	56	56	56	75	56	66	.....	69
124 Webbwood	18	18	18	18	10	17	.....	17
125 West Lorne	32	32	32	32	19	8	.....	13
126 Westmeath	43	43	43	43	28	24	.....	30
127 Westport	30	30	30	40	19	30	.....	39
128 Westport (R.C.S.S.)	25	39	32	39	28	33	.....	33
129 Wheatley	38	38	38	53	39	37	.....	49
130 Winona	28	28	28	28	13	28	.....	27
131 Wolfe Island	14	14	14	18	14	14	.....	18
132 Wroxeter	47	47	47	59	38	48	.....	50
1 Totals, 1915	5,072	5,139	5,077	6,639	4,581	4,420	160	5,323
2 Totals, 1914	4,537	4,612	4,438	5,922	3,935	3,846	177	4,733
3 Increases	535	527	639	717	646	574	.....	590
4 Decreases	.....	.....	.....	.....	.....	.....	17	.....
5 Percentages	74.58	75.57	74.66	97.63	67.36	65.	2.35	78.27

SCHOOLS—Continued

AND IN THE VARIOUS SUBJECTS, ETC.—Concluded

	Number of Pupils in the Various Subjects—Concluded										Special Courses		
	Zoology	Botany	Chemistry	Physics	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Art (Middle School)
105	22	22	21	29	24	.....	.....	.....	22	29	.....	.....	.....
106	53	53	44	72	72	18	.....	.....	53	72	.....	.....	.....
107	25	25	23	30	25	7	.....	.....	25	.....	.....	.....	.....
108	67	67	47	67	57	.....	.....	.....	57	67	.....	.....	.....
109	19	19	12	19	19	.....	.....	.....	19	19	.....	.....	.....
110	31	31	30	31	31	.....	.....	.....	31	43	.....	.....	.....
111	56	56	36	65	56	.....	.....	.....	56	64	.....	.....	.....
112	46	46	51	80	46	.....	.....	.....	46	80	.....	.....	.....
113	39	39	11	45	39	.....	.....	.....	39	45	.....	.....	.....
114	36	36	50	71	36	.....	.....	.....	36	71	.....	.....	.....
115	36	36	40	53	36	.....	.....	.....	36	53	.....	.....	.....
116	52	52	35	63	52	8	.....	.....	52	63	.....	.....	1
117	51	51	44	64	51	.....	.....	.....	51	64	.....	.....	.....
118	40	40	38	52	40	.....	.....	.....	40	52	.....	.....	.....
119	30	30	20	37	30	.....	.....	.....	30	35	.....	.....	.....
120	50	50	68	68	50	50	.....	.....	50	68	.....	.....	4
121	57	57	37	68	57	.....	.....	.....	57	68	.....	.....	.....
122	91	91	77	122	122	60	15	15	91	137	.....	.....	.....
123	56	56	55	75	56	56	.....	.....	62	75	.....	.....	.....
124	18	18	10	18	18	4	.....	.....	18	18	.....	.....	.....
125	32	32	19	32	32	20	.....	.....	32	20	.....	.....	.....
126	43	43	28	43	43	.....	.....	.....	43	43	.....	.....	.....
127	30	30	20	41	30	.....	.....	.....	30	41	.....	.....	.....
128	25	25	28	39	39	25	.....	.....	25	39	.....	.....	.....
129	38	38	49	53	38	.....	.....	.....	40	53	.....	.....	.....
130	28	28	28	28	28	.....	.....	.....	28	28	.....	.....	.....
131	14	14	14	18	14	8	.....	.....	14	12	.....	.....	.....
132	47	47	26	59	47	.....	.....	.....	47	59	.....	.....	5
1	5,042	5,042	4,186	6,461	4,739	1,371	32	34	5,066	6,258	17	175	65
2	4,374	4,392	3,923	5,777	4,260	935	49	42	4,385	4,327	26	167	61
3	668	650	263	684	479	436	.....	.....	381	1,931	.....	8	4
4	....	.....	.....	.....	.....	.....	17	8	.....	.....	9	.....	.....
5	74.14	74.14	61.55	95.01	69.69	20.16	.47	.5	74.5	92.02	.25	2.57	.95

CONTINUATION

III. TABLE J—MISCELLANEOUS

Continuation Schools	Brick, Stone, Cement or Frame School House	No. of Acres in Play-ground	Schools under Public or Separate School Board	Value of General Library	Scientific Apparatus	Biological Specimens	Charts, Maps and Globes	Art Models	Typewriters	Gymnasium, not including equipment	Equipment of Gymnasium or Equip. for Physical Culture	Museum	Aquarium or Herbarium
				$	$	$	$	$	$	$	$	$	$
1 Acton	B	1¾	1	261	195	4	22	35	....	.....	.....	...	....
2 Agincourt	B	3	1	117	85	30	71	10	....	.....	.....	...	....
3 Alvinston	B	⅜	1	252	371	19	91	35	....	.....	.....	...	....
4 Arkona	B	1	1	156	146	11	25	25	....	.....	.....	...	....
5 Ayr	B	6	....	161	306	25	40	17	....	.....	.....	...	....
6 Bancroft	C	2	1	56	105	....	36	8	....	.....	.....	...	....
7 Bath	B	1	1	160	192	....	31	24	....	.....	.....	...	....
8 Beaverton	B	4	1	178	270	....	54	29	100	.....	22	...	....
9 Beeton	B	2	1	226	372	....	40	35	....	.....	.....	...	....
10 Belmont	B	3	1	228	441	34	43	22	....	.....	.....	...	....
11 Blenheim	B	1½	1	436	508	13	91	52	....	.....	.....	...	....
12 Blind River	F	3	1	121	161	12	.....	19	....	.....	.....	...	....
13 Blyth	B	2	1	152	191	....	86	34	....	.....	.....	...	....
14 Bothwell	B	1½	1	214	174	....	30	10	....	.....	.....	...	....
15 Bowesville	B	2½	1	176	157	....	30	16	....	.....	.....	...	....
16 Bracebridge	B	1	1	437	617	....	78	102	....	.....	.....	...	....
17 Bridgeburg	B	2	1	212	244	12	22	13	....	.....	1,240	...	....
18 Bruce Mines	F	3	1	241	376	6	46	24	....	.....	3	...	....
19 Brussels	B	1	1	319	250	7	80	35	....	.....	.....	...	....
20 Burk's Falls	B	1	1	281	349	36	68	72	....	.....	.....	...	....
21 Burlington	B	2	1	178	236	....	96	32	....	.....	.....	...	....
22 Cannington	B	¾	1	186	285	6	20	49	....	.....	.....	...	....
23 Cardinal	F	....	1	211	255	6	63	37	....	.....	.....	...	....
24 Carp	F	....	1	176	220	12	27	18	....	.....	.....	...	....
25 Chapleau	B	....	....	69	215	25	12	14	....	.....	.....	...	....
26 Claremont	B	1	1	283	309	15	61	31	....	.....	.....	...	2
27 Clifford	B	2	1	219	272	12	117	57	....	.....	5	...	1
28 Coldwater	B	1¾	1	212	346	....	32	27	....	.....	.....	...	....
29 Comber	B	2	1	160	246	....	63	30	....	.....	.....	...	....
30 Cookstown	B	2	1	177	343	6	48	43	....	.....	.....	...	....
31 Creemore	B	1	1	163	150	....	7	10	....	.....	.....	...	....
32 Delhi	B	4	1	96	77	....	43	22	....	.....	.....	...	....
33 Drayton	B	1	1	402	498	19	108	52	....	.....	.....	...	....
34 Dresden	B	1¼	1	234	351	10	13	32	....	.....	.....	...	....
35 Drumbo	B	2½	1	152	200	5	54	27	....	.....	.....	...	....
36 Dryden	F	1½	1	83	111	19	30	33	....	.....	.....	...	....
37 Eganville	B	3	1	193	193	....	39	22	....	.....	.....	...	....
38 Eganville (R.C.S. S.)	S	3	1	416	301	51	65	58	240	3500	500	...	....
39 Elmira	B	3	1	103	264	8	25	29	....	.....	.....	...	....
40 Elmvale	B	1½	1	149	457	11	30	25	....	.....	.....	...	....
41 Ennismore	F	2½	1	233	228	....	49	34	....	.....	.....	...	....
42 Erin	B S	½	1	141	345	....	33	17	....	.....	.....	...	....
43 Exeter	B	3	1	492	531	....	85	85	100	.....	.....	...	....
44 Fenelon Falls	S	2½	1	211	297	37	38	27	....	.....	.....	...	....
45 Feversham	B	1	1	116	131	....	18	10	....	.....	.....	...	....
46 Finch	F	2	1	306	335	50	31	58	....	.....	.....	...	....
47 Fingal	B	2	1	148	203	....	54	30	....	.....	16	...	....
48 Fitzroy Harbour	B	¾	1	163	198	....	24	10	....	.....	.....	...	....
49 Fort Frances	B	3¼	1	236	292	14	61	34	....	.....	.....	...	....
50 Frankford	S	1⅓	1	170	266	....	43	36	....	.....	.....	...	....
51 Gore Bay	F	2	1	132	419	15	64	10	....	.....	.....	...	....
52 Grand Valley	B	1	1	226	351	14	65	31	....	.....	.....	...	....

SCHOOLS—Continued

INFORMATION

	Equipment		Religious and other Exercises						Destination of Pupils							
	Pictures	Total value of General Equipment	Schools using authorized Scripture Readings	Schools using the Bible	Schools in which Passages are Memorized	Schools opened with Prayer	Schools closed with Prayer	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Other occupations	Other Continuation or High Schools	Without occupation
		$														
1	9	526	.....	1	.....	1	1	1	2	1	1	3	2	1	3	....
2	....	313	1	1	.....	1	1	1	.....	1	....	.....	....	1	.....	....
3	....	768	.....	....	.....	1	....	....	3	1	....	6	....	9	4	....
4	....	363	1	....	.....	1	....	....	3	9	2	.....	2	1	.....	....
5	....	549	.....	....	.....	1	....	....	.....	.....	....	.....	4	.....	3	4
6	....	205	.....	1	.....	1	....	....	2	3	....	1	....	9	1	1
7	....	407	1	....	.....	1	....	1	1	7	....	1	....	.....	1	5
8	18	671	.....	....	.....	1	....	....	3	3	....	2	....	8	4	....
9	....	673	1	....	.....	1	....	1	2	5	1	4	3	.....	3	....
10	5	773	1	1	.....	1	1	1	.....	1	2	4	....	.....	.....	....
11	....	1,100	.....	1	.....	1	....	1	3	4	....	3	3	9	5	2
12	....	313	1	1	.....	1	....	....	1	.....	....	1	....	2	.....	2
13	....	463	.....	1	.....	1	....	....	3	1	....	1	....	.....	3	....
14	....	428	.....	....	.....	1	....	....	.....	.....	....	3	....	.....	2	1
15	....	379	.....	....	.....	1	....	....	.....	4	....	.....	....	.....	3	3
16	28	1,262	.....	....	.....	1	....	....	3	1	....	12	....	15	2	....
17	....	1,743	1	1	.....	1	1	....	1	.....	....	2	4	1	8	1
18	....	696	1	....	.....	1	....	....	1	1	....	3	....	5	1	....
19	45	736	1	1	.....	1	....	....	.....	1	....	11	2	2	3	3
20	....	806	1	1	.....	1	....	....	.....	.....	....	4	....	6	2	1
21	....	542	1	....	.....	1	....	....	.....	2	1	.....	....	2	.....	....
22	....	546	.....	1	.....	1	....	....	3	1	2	4	....	6	.....	....
23	20	592	.....	....	.....	1	....	1	5	2	1	3	10	2	.....	2
24	....	453	1	....	.....	1	....	....	.....	6	3	2	....	7	2	....
25	6	341	.....	1	.....	1	....	....	2	.....	....	.....	....	.....	.....	2
26	18	719	.....	....	.....	1	....	....	.....	4	1	1	....	2	1	....
27	26	709	1	....	.....	1	....	....	1	2	1	.....	1	.....	3	3
28	....	617	.....	1	.....	1	1	....	.....	.....	....	.....	....	6	2	....
29	20	519	.....	....	.....	1	....	....	2	1	....	2	....	3	1	....
30	....	617	.....	1	.....	1	....	....	4	4	....	.....	....	6	2	5
31	8	338	1	1	.....	1	....	....	.....	2	....	.....	....	.....	5	2
32	4	242	1	....	.....	1	....	1	.....	.....	....	.....	1	.....	.....	....
33	....	1079	.....	1	.....	1	....	....	1	10	1	7	1	3	4	4
34	....	640	.....	....	.....	1	....	....	.....	6	....	1	....	1	10	1
35	20	458	1	1	.....	1	1	....	.....	.....	....	.....	....	.....	.....	2
36	....	276	.....	1	.....	1	....	....	1	1	....	.....	....	2	1	1
37	....	447	.....	1	.....	1	1	....	2	.....	....	.....	....	5	12	....
38	26	5,157	.....	....	.....	1	1	....	2	1	1	4	....	2	2	2
39	....	429	.....	....	.....	1	....	1	.....	.....	....	.....	2	3	1	....
40	....	672	.....	1	.....	1	1	....	2	9	2	1	6	.....	3	....
41	12	556	.....	....	.....	1	1	1	1	5	....	5	....	3	.....	2
42	....	536	.....	....	.....	1	....	....	.....	3	1	1	....	9	1	....
43	....	1,293	.....	1	.....	1	....	1	9	17	....	5	1	8	2	4
44	....	610	1	....	.....	1	1	....	1	.....	....	3	....	.....	.....	2
45	18	293	.....	1	.....	1	....	....	.....	1	....	.....	....	1	1	....
46	....	780	1	....	.....	1	1	....	.....	6	....	1	....	1	2	2
47	....	451	1	....	.....	1	....	....	.....	1	....	1	2	.....	2	1
48	....	395	1	1	.....	1	....	....	.....	3	....	2	....	3	2	....
49	....	637	.....	1	.....	1	....	....	2	1	....	3	....	3	.....	1
50	....	515	.....	....	.....	1	....	....	.....	.....	1	1	....	.....	.....	....
51	....	640	.....	1	.....	1	1	....	.....	.....	....	2	....	5	4	....
52	21	708	.....	1	.....	1	....	....	2	5	2	6	....	4	1	1

CONTINUATION

III. TABLE J—MISCELLANEOUS

Continuation Schools —Continued	Brick, Stone, Cement or Frame School House	No. of Acres in Playground	Schools under Public or Separate School Board	Value of General Library	Scientific Apparatus	Biological Specimens	Charts, Maps and Globes	Art Models	Typewriters	Gymnasium, not including Equipment	Equipment of Gymnasium or Equipment for Physical Culture	Museum	Aquarium or Herbarium
				$	$	$	$	$	$	$	$	$	$
53 Hanover	B	3	1	361	345	35	48	40	....	.....	22	...	....
54 Harrow	B	....	1	140	171	....	17	17	....	.....	.....	...	....
55 Havelock	C	1	1	188	265	27	30	35	....	.....	.....	...	....
56 Highgate	B	2	1	225	260	....	45	39	....	.....	.....	...	....
57 Huntsville	B	1½	1	325	542	28	68	58	....	.....	.....	...	....
58 Jarvis	B	1½	1	221	175	6	31	24	....	.....	.....	...	....
59 Jockvale	B	1	1	114	175	15	35	22	....	.....	.....	...	2
60 Kars	C	2	1	160	146	11	37	25	....	.....	.....	...	....
61 Keewatin	B	1	1	206	393	18	69	35	....	.....	.....	...	3
62 Kenmore	F	½	1	159	289	10	38	13	....	.....	.....	...	....
63 Lakefield	B	2	1	144	350	....	36	27	....	.....	.....	...	....
64 Lanark	S	2	1	352	323	8	55	41	....	.....	.....	...	....
65 Lansdowne	B	2	1	99	155	14	26	25	....	.....	.....	...	....
66 Little Current	F	4	1	122	116	....	52	49	....	.....	.....	...	....
67 Lucknow	B	1¾	1	334	350	....	34	26	....	.....	.....	...	....
68 Malakoff	C	1	1	100	125	....	17	4	....	.....	.....	...	....
69 Manitowaning	F	4	1	108	116	9	33	14	....	.....	.....	...	....
70 Manotick	F	⅓	1	140	190	....	39	10	....	.....	.....	...	....
71 Maxville	B	1	1	154	137	8	25	17	....	.....	.....	...	....
72 Melbourne	B	10	1	192	195	14	31	23	....	.....	.....	...	....
73 Merlin	B	1	1	192	185	....	53	35	....	.....	17	...	....
74 Merrickville	B	1	1	308	258	23	28	23	....	.....	.....	...	....
75 Metcalfe	B	2⅓	1	230	198	....	49	23	....	.....	.....	...	....
76 Millbrook	B	2	1	364	330	43	71	50	....	.....	.....	...	....
77 Milton	S	1½	1	360	384	50	60	34	....	.....	.....	...	....
78 Mount Albert	B	2⅛	1	315	277	6	37	35	....	.....	.....	...	....
79 New Hamburg	B	2	1	288	364	18	65	48	....	.....	.....	...	....
80 New Liskeard	F	....	1	334	351	50	81	37	....	.....	.....	...	....
81 North Augusta	C	1	1	221	200	....	55	23	....	.....	.....	...	....
82 North Gower	C	2½	1	211	170	....	29	27	....	.....	.....	...	....
83 Norwich	B	1	1	324	204	10	78	29	....	.....	5	...	2
84 Odessa	B	....	1	222	311	....	69	39	....	.....	.....	...	....
85 Oil Springs	B	3	1	191	242	9	25	30	....	.....	.....	...	....
86 Orono	B	1¾	1	158	198	....	21	14	....	.....	.....	...	....
87 Paisley	B	3	1	25	437	81	60	26	....	.....	.....	...	....
88 Pakenham	S	1¼	1	215	312	7	37	57	....	.....	.....	...	....
89 Palmerston	B	1	1	317	238	12	48	50	....	.....	.....	...	....
90 Plattsville	B	4/6	1	117	351	....	25	27	....	.....	.....	...	....
91 Port Burwell	F	½	1	200	296	5	38	33	....	.....	.....	...	....
92 Port Colborne	B	2½	1	287	428	....	72	39	....	.....	40	...	....
93 Powassan	B	3	1	122	199	....	24	18	....	.....	.....	...	....
94 Princeton	B	2	1	256	159	23	9	20	....	.....	.....	...	....
95 Richard's Landing	F	2	....	96	165	12	25	10	....	.....	.....	...	....
96 Richmond	F	3	1	136	174	....	16	22	....	.....	3	...	....
97 Ridgeway	B	1	1	131	254	....	55	28	....	.....	.....	...	....
98 Ripley	B	2⅓	1	259	227	....	23	18	....	.....	.....	...	....
99 Rodney	B	2½	1	202	245	6	22	23	....	.....	6	...	....
100 Russell	B	3	1	179	204	....	63	34	....	.....	.....	...	....
101 St. George	B	7	....	174	216	30	41	28	....	.....	.....	...	....
102 Schomberg	B	1	1	139	130	....	38	21	....	.....	.....	...	....
103 Southampton	B	⅛	1	286	369	15	62	37	60	.....	.....	...	....
104 Spencerville	S	5	1	152	236	5	35	31	....	.....	.....	...	....

SCHOOLS—Continued

INFORMATION—Continued

Equipment		Religious and other Exercises						Destination of Pupils							
Pictures	Total value of General Equipment	Schools using authorized Scripture Readings	Schools using the Bible	Schools in which Passages are memorized	Schools opened with Prayer	Schools closed with Prayer	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Other occupations	Other Continuation or High Schools	Without occupation
$	$														
53 28	879	.....	1	.....	1	1	....	1	1	....	5	3	3	3	3
54....	345	.....	1	.....	1	1	....	.....	.....	....	.....	1	1	1	3
55 25	570	1	1	.....	1	....	....	1	1	3	1	1	3	7	....
56....	569	1	....	.....	1	....	....	3	4	....	2	....	1	3	....
57 20	1,041	.....	1	.....	1	....	....	.....	.....	....	5	2	1	.....	3
58....	457	.....	1	.....	1	1	....	.....	3	....	3	....	3	5	....
59....	363	.....	....	.....	1	1	1	.....	5	2	4	....	....	1	....
60....	379	.....	1	.....	1	....	....	.....	4	....	.....	....	1	2	....
61 10	734	.....	1	.....	1	....	....	.....	1	.....	....	3	1	7	1	1
62....	509	.....	1	.....	1	....	....	.....	.....	....	....	2	....	....	1	9
63 1	558	1	1	.....	1	....	1	1	1	....	....	3	....	2	3	1
64 5	784	1	....	.....	1	....	....	.....	6	....	....	7	1	3	6	2
65....	319	.....	1	.....	1	1	....	.....	2	....	.....	....	....	3	5	....
66 9	348	.....	1	.....	1	....	....	2	1	....	....	1	....	1	3	....
67 6	750	.....	1	.....	1	....	....	3	4	....	....	7	2	2	4	....
68....	246	.....	1	.....	1	....	....	.....	1	....	....	3	....	.....	.....	....
69 5	285	1	1	.....	1	....	....	.....	.....	....	....	3	....	1	1	....
70 15	394	.....	1	.....	1	....	....	.....	2	....	.....	.....	.....	....	4	2
71 20	361	1	1	.....	1	1	....	2	.....	....	....	2	....	1	4	2
72 8	463	.....	1	.....	1	....	....	.....	7	....	....	5	....	4	1	....
73 5	487	1	....	.....	1	1	....	.....	4	....	....	1	....	.....	3	....
74....	640	1	1	.....	1	....	1	1	.....	....	....	3	....	2	3	4
75 16	516	.....	1	.....	1	....	....	.....	2	....	....	2	....	3	4	7
76 4	862	.....	1	.....	1	....	....	4	.....	....	.....	....	1	1	4	2
77....	888	.....	....	.....	1	....	....	1	5	....	.....	2	1	8	....
78....	670	.....	1	.....	1	....	1	3	3	1	....	1	....	2	1	....
79....	783	1	....	.....	1	1	1	1	1	1	....	3	....	.....	2	....
80....	853	.....	1	.....	1	....	....	5	.....	....	....	4	1	1	.....	3
81....	499	.....	....	.....	1	....	1	.....	1	....	....	3	....	1	.....	....
82....	437	1	1	.....	1	....	....	.....	1	....	....	1	....	.....	1	1
83 8	660	1	1	.....	1	....	....	1	1	....	.....	....	....	3	4	....
84....	641	1	1	.....	1	....	....	.....	.....	....	....	2	1	3	2	4
85....	497	.....	1	.....	1	....	....	2	1	....	10	1	4	2	1
86....	391	1	1	.....	1	....	....	1	3	....	5	....	3	.....	....
87....	629	.....	1	.....	1	1	....	4	6	....	3	1	1	4	....
88....	628	.....	....	.....	1	....	....	.....	4	....	6	....	3	8	8
89 15	680	.....	1	.....	1	....	....	3	3	....	4	2	8	2	....
90....	520	1	....	.....	1	....	....	.....	2	....	3	....	.....	4	1
91....	572	1	1	.....	1	1	....	2	3	....	1	....	.....	1	1
92....	866	.....	1	.....	1	....	....	3	2	....	.....	....	.....	5	2
93 10	373	.....	1	.....	1	....	....	.....	.....	....	1	....	.....	3	1
94....	467	1	....	.....	1	....	....	1	3	....	4	....	3	1	1
95....	308	1	....	.....	1	....	....	.....	.....	....	1	....	.....	.....	....
96....	351	1	1	.....	1	....	....	.....	3	....	1	4	1	.....	....
97....	468	.....	1	.....	1	....	....	1	1	1	5	....	7	1	....
98....	527	1	1	.....	1	....	....	1	3	2	6	....	1	9	3
99....	504	1	....	.....	1	1	1	.....	.....	2	4	....	2	2	2
100 4	484	1	1	.....	1	....	....	.....	1	....	.....	....	1	.....	....
101....	489	.....	1	.....	1	....	....	1	9	....	1	1	4	1	1
102 3	331	1	1	.....	1	1	....	.....	2	....	.....	....	2	3	2
103 15	844	1	1	.....	1	....	....	.....	1	....	3	....	8	1	....
104....	459	1	....	.....	1	....	....	.....	2	....	.....	....	1	1	4

CONTINUATION

III. TABLE J—MISCELLANEOUS

Continuation Schools—Concluded	Brick, Stone, Cement or Frame School House	No. of Acres in Playground	Schools under Public or Separate School Board	Value of General: Library	Scientific Apparatus	Biological Specimens	Charts, Maps and Globes	Art Models	Typewriters	Gymnasium, not including equipment	Equipment of Gymnasium or Equip. for Physical Culture	Museum	Aquarium or Herbarium
				$	$	$	$	$	$	$	$	$	$
105 Springfield	B	2	1	390	645	116	56	47	...	.....	.....	..	....
106 Stayner	B	1	1	171	369	6	39	28	...	.....	.....	..	....
107 Stella	F	3	.....	65	237	.....	2	8	...	.....	.....	..	....
108 Stouffville	B	2	1	172	253	.....	57	39	...	.....	.....	..	....
109 Sturgeon Falls	B	1/3	1	205	280	.....	41	39	...	.....	.....	..	....
110 Sutton	B	1	1	157	158	14	43	26	...	.....	.....	..	....
111 Tamworth	B	1 1/2	.....	258	234	.....	33	28	...	.....	.....	..	....
112 Tara	B	1/4	1	183	267	9	49	38	...	.....	.....	..	....
113 Tavistock	B	1	1	215	278	.....	47	.....	...	.....	.....	..	....
114 Teeswater	B	1	1	192	271	3	31	17	...	.....	.....	..	....
115 Thamesville	B	1 1/2	1	322	253	7	14	50	...	.....	.....	..	....
116 Thessalon	B	1 1/2	1	285	297	17	73	26	...	.....	.....	..	....
117 Thornbury	B	2 1/2	1	129	329	28	67	30	...	.....	9	..	....
118 Thorndale	B	1/2	.....	265	302	17	82	36	...	.....	.....	..	....
119 Tilbury	B	1 1/2	1	207	300	3	26	21	...	.....	5	..	3
120 Tottenham	B	1	1	274	345	.....	32	57	...	.....	.....	..	....
121 Tweed	B	3 1/4	1	260	328	.....	3	24	...	.....	.....	..	....
122 Wallaceburg	B	2	1	344	250	.....	44	59	200	.....	.....	..	....
123 Warkworth	B	3/4	1	201	286	10	41	50	...	.....	.....	..	....
124 Webbwood	B	2	1	134	224	.....	21	25	...	.....	.....	..	....
125 West Lorne	B	1/3	1	211	197	7	40	29	...	.....	.....	..	....
126 Westmeath	B	1	1	146	169	15	37	18	...	.....	.....	..	....
127 Westport	B	1	1	249	233	39	36	25	...	.....	.....	..	....
128 Westport (R.C.S.S.)	B	2	1	197	201	.....	37	26	...	.....	.....	..	....
129 Wheatley	C	....	1	216	302	7	16	29	...	.....	.....	..	....
130 Winona	B	2 1/2	1	140	197	.....	21	14	...	.....	7	..	....
131 Wolfe Island	F	1/2	1	66	89	.....	.....	.....	...	.....	.....	..	....
132 Wroxeter	B	3	1	450	325	33	52	53	...	.....	11	..	....
1 Totals, 1915	....	....	125	27,779	35,184	1,483	5,722	4,002	700	3,500	1,911	..	13
2 Totals, 1914	....	....	125	27,098	32,439	991	5,647	3,845	760	3,500	640	12	11
3 Increases	....	....	.....	681	2,745	492	75	157	...	.....	1,271	..	2
4 Decreases	....	....	.....	.....	.....	.....	.....	.....	60	.....	.....	12	....
5 Percentages	....	....	94.7	34.31	43.45	1.83	7.06	4.94	.86	4.32	2.36	..	.01

SCHOOLS—Concluded

INFORMATION—Concluded

Equipment			Religious and other Exercises						Destination of Pupils							
	Pictures	Total value of General Equipment	Schools using authorized Scripture Readings	Schools using the Bible	Schools in which Passages are Memorized	Schools opened with Prayer	Schools closed with Prayer	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Other occupations	Other Continuation or High Schools	Without occupation
	$	$														
105	7	1,261	1	.....	.....	1	.....	.....	....	1	....	.....	3	.....	2	2
106	....	613	.....	1	.....	1	.....	.....	2	2	1	6	....	4	1	.....
107	....	312	.....	1	.....	1	.....	.....	....	3	....	2	....	.....	1	1
108	....	521	.....	.....	.....	1	.....	.....	....	3	....	.....	....	4	.....	3
109	....	565	1	1	.....	1	1	.....	....	.....	....	1	....	3	2	.....
110	....	398	1	1	.....	1	.....	.....	....	.....	....	2	....	.....	2	3
111	....	553	.....	.....	.....	1	.....	.....	2	2	1	3	....	2	1	.....
112	....	546	.....	1	.....	1	.....	.....	2	5	....	4	....	4	4	.....
113	....	540	1	.....	.....	1	.....	.....	....	1	....	2	....	4	2	.....
114	....	514	.....	1	.....	1	.....	.....	2	4	....	.....	....	5	5	5
115	....	646	.....	.....	.....	1	.....	.....	....	5	....	2	....	3	1	.....
116	....	698	1	1	.....	1	.....	.....	....	1	....	6	1	2	1	5
117	....	592	.....	1	.....	1	.....	.....	....	.....	....	2	2	7	7	3
118	10	712	1	1	.....	1	.....	1	1	4	1	4	1	1	2	.....
119	15	580	.....	1	.....	1	.....	.....	2	2	1	.....	.....	2	4	.....
120	10	718	.....	.....	.....	1	1	.....	1	2	3	5	2	.....	2	.....
121	30	645	.....	1	.....	1	.....	.....	2	2	....	2	1	8	2	.....
122	15	912	.....	.....	.....	1	.....	.....	12	4	....	5	1	6	2	.....
123	10	598	1	1	.....	1	.....	.....	....	.....	2	2	....	2	1	4
124	....	404	.....	1	.....	1	.....	.....	....	.....	....	.....	....	1	.....	3
125	....	484	.....	1	.....	1	.....	.....	....	2	....	.....	....	5	5	.....
126	....	385	1	.....	.....	1	1	.....	2	3	....	2	....	1	6	7
127	....	582	.....	1	.....	1	.....	.....	1	1	....	3	....	3	.....	3
128	4	465	.....	1	1	1	1	.....	....	.....	....	4	....	2	.....	.....
129	....	570	.....	.....	.....	1	.....	.....	....	1	....	2	1	7	4	.....
130	15	394	1	1	.....	1	.....	1	4	3	....	.....	....	3	1	2
131	15	170	1	.....	.....	1	.....	.....	....	3	....	1	....	1	1	.....
132	....	924	.....	.....	.....	1	.....	.....	2	5	....	5	1	1	2	3
1	667	80,961	54	82	1	132	30	20	152	304	44	315	82	340	308	178
2	514	75,457	45	86	1	131	31	14	113	237	29	271	59	193	306	182
3	153	5,504	9	.....	.....	1	.....	6	39	67	15	44	23	147	2	.....
4	....	.....	.....	4	.....	....	1	.....	....	.....	....	.....	....	.....	.....	4
5	.82	.....	40.90	62.12	.76	100.	22.73	15.15	8.82	17.64	2.55	18.28	4.76	19.73	17.87	10.33

COLLEGIATE INSTITUTES

I. TABLE K—FIN-

Collegiate Institutes	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	Re-
	$ c.	$ c.	$ c.	
1 Barrie	1,103 93	2,727 22	6,859 96	
2 Kitchener (Berlin)	2,656 29	6,783 42	14,233 88	
3 Brantford	4,574 48	2,882 32	19,400 00	
4 Brockville	2,433 26	3,904 45	11,000 00	
5 Chatham	1,703 50	4,562 40	14,336 21	
6 Clinton	1,062 13	4,396 88	2,300 00	
7 Cobourg	1,205 62	3,675 19	5,950 00	
8 Collingwood	2,916 46	3,331 01	10,667 00	
9 Fort William	3,353 95	.....	16,937 03	
10 Galt	3,440 28	10,868 63	10,900 00	
11 Goderich	1,430 29	3,449 12	2,000 00	
12 Guelph	2,429 71	.....	14,847 57	
13 Hamilton	1,984 56	.....	55,214 80	
14 Ingersoll	1,215 02	2,077 32	5,162 57	
15 Kingston	1,491 84	.....	33,708 95	
16 Lindsay	1,949 52	6,698 51	10,809 47	
17 London	2,001 64	5,814 72	84,157 54	
18 Morrisburg	1,617 90	3,851 51	3,174 49	
19 Napanee	1,718 53	5,247 00	4,853 00	
20 Niagara Falls	1,319 02	1,809 79	18,458 00	
21 North Bay	2,039 86	.....	23,947 14	
22 Orillia	1,162 84	2,381 26	5,500 00	
23 Ottawa	3,752 75	.....	67,147 16	
24 Owen Sound	2,402 24	5,752 11	12,520 00	
25 Perth	1,558 24	3,990 18	5,879 78	
26 Peterborough	1,882 86	.....	23,200 00	
27 Picton	1,992 21	7,277 70	6,000 00	
28 Port Arthur	3,947 72	.....	17,500 00	
29 Renfrew	1,447 51	3,521 97	7,500 00	
30 Ridgetown	766 44	1,859 71	3,900 00	
31 St. Catharines	1,190 76	3,563 38	13,068 30	
32 St. Mary's	1,052 32	2,729 15	7,415 00	
33 St. Thomas	1,389 10	4,933 25	18,500 00	
34 Sarnia	1,279 50	2,228 28	12,319 10	
35 Seaforth	953 60	4,605 05	2,150 70	
36 Smith's Falls	3,028 38	1,292 74	11,566 38	
37 Stratford	2,893 32	5,304 06	21,163 81	
38 Strathroy	874 07	2,246 35	5,200 00	
39 Toronto, Harbord	1,538 08	.....	18,817 99	
40 Toronto, Humberside	1,323 90	.....	42,086 58	
41 Toronto, Jarvis	1,459 40	.....	43,989 13	
42 Toronto, Malvern Avenue	1,208 00	.....	33,488 95	
43 Toronto, Oakwood	1,157 30	.....	46,170 77	
44 Toronto, Parkdale	1,147 00	.....	41,362 25	
45 Toronto, Riverdale	1,253 64	.....	45,171 86	
46 Vankleek Hill	829 86	4,785 31	3,000 00	
47 Windsor	1,310 50	5,272 01	120,941 75	
48 Woodstock	4,041 09	6,270 40	11,000 00	
Totals	90,490 42	140,092 40	1,015,477 12	
High Schools				
1 Alexandria	733 05	733 05	5,221 15	
2 Alliston	538 58	1,328 96	1,500 00	
3 Almonte	681 58	1,339 18	3,077 70	
4 Amherstburg	668 19	1,441 20	2,019 02	
5 Arnprior	830 82	2,467 93	5,496 91	

AND HIGH SCHOOLS

ANCIAL STATEMENT

	ceipts			Expenditure		
	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries	Buildings, Sites and all permanent improvements	Repairs to school acco - modation
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	2,316 25	2,884 43	15,891 79	9,468 25	408 60	48 20
2	3,267 90	2,573 42	29,514,91	17,355 00	334 52	440 33
3	5,476 10	1,473 51	33,806 41	23,138 77	743 40	1,373 70
4	788 00	1,981 50	20,107 21	13,341 24	54 00	240 30
5	2,165 55	317 50	23,085 16	17,532 17	.....	1,148 33
6	1,401 50	2,319 80	11,480 31	7,530 00	1,701 33	60 87
7	781 50	4,852 55	16,464 86	9,518 00	188 64	163 81
8	644 00	2,510 69	20,069 16	13,350 00	23 65	389 85
9	.....	69 05	20,360 03	15,767 00	761 50	190 11
10	3,910 50	3,134 63	32,254 04	21,149 29	315 49	244 21
11	1,701 35	4,280 62	12,861 38	9,576 00	.....	418 00
12	4,513 50	995 27	22,786 05	16,535 02	284 45	195 94
13	9,741 00	949 00	67,889 36	46,920 00	572 65	887 14
14	985 50	2,572 70	12,013 11	8,510 00	41 76	296 51
15	5,361 20	850 32	41,412 31	21,280 00	14,608 52	548 41
16	3,017 75	1,774 73	24,249 98	17,866 88	133 00	119 51
17	5,459 00	5,887 86	103,320 76	46,744 50	31,872 36	550 83
18	.....	4,909 60	13,553 50	8,482 32	.....	101 46
19	.....	6,317 78	18,136 31	10,293 75	74 46	51 12
20	.....	3,820 16	25,406 97	13,315 00	.....	7,792 76
21	.....	1,138 79	27,125 79	10,100 00	676 31	56 78
22	2,719 84	2,846 50	14,610 44	10,750 00	107 80	378 25
23	15,675 25	947 32	87,522 48	61,156 25	2,707 48	526 86
24	2,361 00	557 94	23,593 29	18,800 00	546 27	342 41
25	884 00	4,787 01	17,099 21	9,092 50	.....	34 81
26	2,306 75	484 63	27,874 24	21,343 87	202 41	.....
27	.....	11,154 38	26,424 29	10,287 70	328 25	74 83
28	.....	824 09	22,271 81	13,190 00	418 58	194 31
29	132 50	2,743 61	15,345 59	12,023 00	249 45	276 50
30	914 35	378 74	7,819 24	6,190 00	.....	149 09
31	1,615 25	241 75	19,679 44	16,347 08	71 80	128 87
32	1,731 00	584 51	13,511 98	9,350 00	936 19	659 52
33	1,011 00	1,930 55	27,763 90	22,360 37	851 90	582 96
34	.....	1,309 39	17,136 27	12,322 56	.....	.....
35	1,320 40	3,044 61	12,074 36	6,815 00	.....	411 64
36	738 20	152 00	16,777 70	11,936 50	.....	174 45
37	3,046 00	1,159 00	33,566 19	21,734 55	.....	859 69
38	1,372 00	375 49	10,067 91	6,240 00	1,200 00	119 37
39	6,171 00	47,042 22	73,569 29	41,456 50	3,869 26	3,195 08
40	3,733 00	11,668 97	58,812 45	31,576 50	2,155 31	1,693 14
41	4,852 00	136,758 15	187,058 68	32,487 00	2,143 54	2,359 36
42	1,391 00	3,174 84	39,262 79	17,553 22	9,124 31	1,620 56
43	4,349 00	13,054 50	64,731 57	33,822 75	1,908 46	4,097 63
44	4,230 00	58,575 00	105,314 25	34,086 09	447 70	1,023 85
45	3,027 00	8,615 34	58,067 84	30,542 54	6,088 68	3,320 05
46	10 00	5,016 68	13,641 85	7,002 50	595 01	13 68
47	80 40	3,645 74	131,250 40	21,729 25	21,312 22	1,742 94
48	1,927 50	662 30	23,901 29	16,015 00	.....	1,156 62
	117,129 04	377,349 17	1,740,538 15	893,983 92	108,059 26	40,454 64
1	.....	1,705 36	8,392 61	5,500 00	148 27	35 54
2	683 00	621 74	4,672 28	3,400 00	.....	.....
3	1,022 00	909 40	7,029 86	4,500 00	665 80	.....
4	58 00	41 00	4,227 41	3,106 32	153 75	7 50
5	.....	2,017 66	10,813 32	7,320 00	82 51	27 83

COLLEGIATE INSTITUTES

I. TABLE K—FIN-

Collegiate Institutes—Continued	Expenditure— Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture	Art, manual training, household science and agricultural department equipment	School books, stationery, prizes, fuel, examinations and all other expenses
	$ c.	$ c.	$ c.
1 Barrie	1,275 68	.....	3,010 44
2 Kitchener (Berlin)	364 79	319 33	5,760 59
3 Brantford	.....	.....	7,225 15
4 Brockville	211 33	.....	4,718 34
5 Chatham	237 25	571 49	3,469 05
6 Clinton	361 55	84 88	1,741 68
7 Cobourg	96 81	.....	1,551 23
8 Collingwood	548 94	887 30	4,134 23
9 Fort William	479 26	.....	3,162 16
10 Galt	468 47	9 45	8,641 87
11 Goderich	127 20	734 73	1,407 58
12 Guelph	203 84	.....	5,566 80
13 Hamilton	208 58	.....	8,010 29
14 Ingersoll	340 33	.....	2,790 36
15 Kingston	537 68	.....	3,985 17
16 Lindsay	144 21	201 42	3,232 59
17 London	944 15	261 76	21,046 76
18 Morrisburg	.....	891 91	1,119 34
19 Napanee	240 24	559 18	1,289 67
20 Niagara Falls	623 45	336 00	3,339 76
21 North Bay	71 71	.....	11,185 95
22 Orillia	100 00	.....	2,145 69
23 Ottawa	540 58	.....	22,519 16
24 Owen Sound	50 00	.....	3,854 61
25 Perth	120 64	500 00	3,345 90
26 Peterborough	150 00	25 00	5,406 74
27 Picton	417 43	83 45	4,048 58
28 Port Arthur	416 77	412 68	5,254 53
29 Renfrew	106 80	.....	2,689 84
30 Ridgetown	46 62	.....	1,433 53
31 St. Catharines	.....	94 69	3,021 42
32 St. Mary's	307 93	.....	2,039 48
33 St. Thomas	190 02	66 11	3,712 54
34 Sarnia	245 07	.....	2,298 43
35 Seaforth	167 34	.....	1,302 84
36 Smith's Falls	210 00	108 47	4,118 19
37 Stratford	770 25	.....	6,338 51
38 Strathroy	.....	.....	1,894 02
39 Toronto, Harbord	1,168 40	84 55	14,573 68
40 Toronto, Humberside	1,498 53	84 65	21,804 32
41 Toronto, Jarvis	1,692 82	84 55	13,202 67
42 Toronto, Malvern Avenue	1,329 77	84 55	9,550 38
43 Toronto, Oakwood	1,523 68	376 92	23,002 13
44 Toronto, Parkdale	1,097 54	84 55	9,999 52
45 Toronto, Riverdale	1,221 30	995 43	12,367 95
46 Vankleek Hill	79 68	.....	921 59
47 Windsor	515 11	11 50	5,458 81
48 Woodstock	.....	249 60	6,480 07
Totals	21,451 75	8,204 15	299,174 14
High Schools			
1 Alexandria	220 18	.....	1,089 66
2 Alliston	.....	.....	721 82
3 Almonte	.....	.....	514 12
4 Amherstburg	47 86	.....	362 31
5 Arnprior	48 21	.....	1,493 62

AND HIGH SCHOOLS—Continued

ANCIAL STATEMENT—Continued

Continued

	Total Expenditure	Balances	Charges per year for Tuition
	$ c.	$ c.	
1	14,211 17	1,680 62	$10.
2	24,574 56	4,940 35	Res. $10; non-res. $15.
3	32,481 02	1,325 39	Res. and Co. $10; others $30.
4	18,565 21	1,542 00	$5.
5	22,958 29	126 87	Res. 1st yr. free, thereafter $6; all others $10.
6	11,480 31	.....	Lower school $6; others $10.
7	11,518 49	4,946 37	Res. free.
8	19,333 97	735 19	Res. free; non-res. $10.
9	20,360 03	.....	Free.
10	30,828 78	1,425 26	Co. $10; res. and other Cos. $14.
11	12,263 51	597 87	F. I $6; F. II $8; F's III and IV $10.
12	22,786 05	.....	Res. free; non-res. $20.
13	56,598 66	11,290 70	Res. 1st yr. $2.50, thereafter $10; Wentworth Co. $40;
14	11,978 96	34 15	Res. F. I free; all others $7.50. [others $55.
15	40,959 78	452 53	Res. 1st yr. free, other yrs. $10 to $30; non-res. $30 to $35.
16	21,697 61	2,552 37	Res. $7.50 to $10; non-res. $7.50 to $20.
17	101,420 36	1,900 40	Res. 1st yr. free; other yrs. $10; outside Co. $30.
18	10,595 03	2,958 47	Free.
19	12,508 42	5,627 89	Free.
20	25,406 97	.....	Free.
21	22,090 75	5,035 04	Free.
22	13,481 74	1,128 70	$10.
23	87,450 33	72 15	Res. $10 to $25; non-res. $45 to $50.
24	23,593 29	.....	Res. F's I free, II, $8, III & IV, $12; non-res. $10.
25	13,093 85	4,005 36	Res. free; non-res. $10.
26	27,128 02	746 22	Res. L. Sch. $5, M. $8, U. $10; non-res. $25.
27	15,240 24	11,184 05	Free.
28	19,886 87	2,384 94	Free.
29	15,345 59	.....	Res. and Co. free; others $25.
30	7,819 24	.....	Res. $6; Co. and others $10.
31	19,663,86	15 58	$5.
32	13,293 12	218 86	Res. 1st yr. in F. I $5; all others $10.
33	27,763 90	.....	Res. free; non-res. $10.
34	14,866 06	2,270 21	Free.
35	8,696 82	3,377 54	F. I $6, II, $8; others $10.
36	16,547 61	230 09	Res. free; non-res. $10.
37	29,703 00	3,863 19	Res. 1st yr. free; all others $10.
38	9,453 39	614 52	Res. 1st yr. free; all others $10.
39	64,347 47	9,221 82	
40	58,812 45	.....	
41	51,969 94	135,088 74	
42	39,262 79	.....	Res. F. I, free, II $9, III, $15, IV, $21, V, $27; non-res.
43	64,731 57	.....	I, $6, II, $15, III, $15, IV. $21, V, $27.
44	46,739 25	58,575 00	
45	54,535 95	3,531 89	
46	8,612 46	5,029 39	Province free; others $20.
47	50,769 83	80,480 57	Free to res. and county.
48	23,901 29	.....	Res. 1st yr. free; all others $7.50.
	1,371,327 86	369,210 29	17 free; 31 not free.
1	6,993 65	1,398 96	Free.
2	4,121 82	550 46	Res. $5; non-res. $10.
3	5,679 92	1,349 94	Res. $2.50; non-res. $12.50.
4	3,677 74	549 67	Res. free; non-res. $10.
5	8,972 17	1,841 15	Free.

COLLEGIATE INSTITUTES AND

I. TABLE K—FINANCIAL

High Schools—Continued	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)
	$ c.	$ c.	$ c.
6 Arthur	719 55	1,191 87	1,381 90
7 Athens	1,456 17	4,654 04	3,600 00
8 Aurora	676 87	1,910 78	2,500 00
9 Avonmore	454 95	454 95	3,672 00
10 Aylmer	788 59	3,198 74	2,230 16
11 Beamsville	372 41	2,250 00	2,288 05
12 Belleville	1,356 56	3,607 68	13,202 72
13 Bowmanville	885 33	2,269 84	3,830 00
14 Bradford	583 42	1,851 10	1,000 00
15 Brampton	893 07	3,316 00	3,700 00
16 Brighton	441 52	1,299 33	1,300 00
17 Caledonia	609 66	2,661 49	1,500 00
18 Campbellford	631 12	1,854 42	3,780 33
19 Carleton Place	591 59	2,563 99	2,100 00
20 Cayuga	584 91	5,895 17	4,000 00
21 Chatsworth	425 17	721 65	2,026 43
22 Chesley	723 78	2,119 98	2,470 00
23 Chesterville	509 66	943 00	3,035 50
24 Colborne	489 47	1,088 63	1,482 00
25 Cornwall	2,862 84	5,891 40	10,620 00
26 Deseronto	607 37	607 37	3,050 00
27 Dundalk	422 01	422 01	600 00
28 Dundas	676 79	1,396 41	4,100 00
29 Dunnville	789 25	3,711 32	4,799 65
30 Durham	536 62	1,194 36	16,185 67
31 Dutton	1,283 97	4,056 43	500 00
32 Elora	514 20	939 58	2,000 00
33 Essex	1,953 91	3,913 72	2,500 00
34 Fergus	527 26	1,738 39	1,900 00
35 Flesherton	536 71	536 21	2,250 80
36 Forest	662 10	2,095 79	1,500 00
37 Gananoque	717 55	1,790 84	3,253 20
38 Georgetown	693 51	1,921 22	2,416 26
39 Glencoe	576 72	1,563 13	600 00
40 Gravenhurst	1,159 18	.....	2,225 00
41 Grimsby	600 31	1,796 70	2,235 11
42 Hagersville	593 34	2,266 55	1,850 00
43 Haileybury	6,429 04	.....	4,915 00
44 Harriston	680 26	1,753 16	2,540 51
45 Hawkesbury	485 66	2,126 55	1,179 14
46 Iroquois	641 77	3,165 29	2,000 00
47 Kemptville	734 22	3,530 71	2,400 00
48 Kenora	1,409 68	.....	7,331 59
49 Kincardine	805 54	2,486 65	2,661 43
50 Leamington	779 99	3,067 94	4,500 00
51 Listowel	708 14	3,086 55	3,000 00
52 Lucan	575 72	2,232 70	1,000 00
53 Madoc	651 41	3,530 78	1,300 00
54 Markdale	1,196 07	1,173 16	1,689 71
55 Markham	665 99	3,006 55	850 00
56 Meaford	989 30	2,641 97	4,000 00
57 Midland	811 98	1,117 55	4,000 00
58 Mitchell	595 45	1,893 95	2,200 00
59 Morewood	471 49	471 49	3,129 92
60 Mount Forest	679 99	1,434 36	3,500 00
61 Newburgh	490 62	2,700 00	2,475 00
62 Newcastle	431 30	431 30	1,823 55
63 Newmarket	1,627 32	4,285 81	2,800 00
64 Niagara	443 95	1,635 00	1,000 00

HIGH SCHOOLS—Continued

STATEMENT—Continued

	ceipts			Expenditure		
	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries	Buildings, Sites and all permanent improvements	Repairs to school accommodation
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
6	810 58	458 09	4,562 26	3,300 00	5 50	46 40
7	513 00	4,486 02	14,709 23	7,121 60	414 14	89 75
8	1,018 00	2,636 38	8,742 03	4,720 00	.....	471 75
9	.....	1,238 99	5,820 89	2,680 00	122 05	48 50
10	1,003 00	248 87	7,469 36	6,195 00	7 50	76 23
11	.....	449 87	5,360 33	3,030 00	506 50	36 02
12	.....	251 93	18,418 89	14,603 17	908 51	.....
13	288 15	176 21	7,449 53	4,996 12	711 63	207 25
14	482 50	94 56	4,011 58	3,210 00	.....	137 67
15	1,395 00	1,304 22	10,608 29	8,295 00	.....	55 76
16	.....	948 85	3,989 70	2,640 00	24 00	.....
17	561 24	3,785 70	9,118 09	4,610 00	.....	85 70
18	46 00	492 03	6,803 90	5,170 04	.....	6 23
19	560 00	906 29	6,721 87	4,665 00	680 86	200 50
20	.....	362 14	10,842 22	3,710 00	2,137 82	42 81
21	285 75	1,436 91	4,895 91	2,475 00	.....	13 14
22	1,052 00	723 43	7,089 19	4,983 22	1,020 00	.....
23	.....	60 00	4,548 16	3,050 75	242 10	159 14
24	.....	2,505 94	5,566 04	2,458 34	16 42	25 59
25	.....	3,545 08	22,919 32	12,709 55	146 20	137 09
26	21 50	67 41	4,353 65	3,219 43	.....	152 69
27	546 60	922 93	2,913 55	2,225 00	.....	2 95
28	742 00	1,063 24	7,978 44	5,800 00	14 79	103 40
29	.....	3,434 30	12,734 52	6,620 00	719 97	86 28
30	984 45	2 57	18,903 67	3,300 00	9,228 52	.....
31	864 00	2,637 36	9,341 76	5,730 01	492 17	.....
32	517 50	255 28	4,226 56	3,210 00	.....	92 61
33	.....	2,187 97	10,555 60	6,905 00	.....	1,122 05
34	530 50	2,733 36	7,429 51	4,230 00	.....	100 83
35	324 25	498 86	4,146 83	2,825 00	.....	86 25
36	.....	1,554 58	5,812 47	3,750 00	197 67	.....
37	139 00	180 78	6,081 37	4,600 00	297 66	.....
38	1,388 25	14 58	6,433 82	5,072 45	262 62	.....
39	785 00	603 53	4,128 38	2,860 00	.....	43 34
40	299 25	17 89	3,701 32	2,825 00	.....	18 92
41	.....	231 87	4,863 99	3,500 00	.....	76 13
42	.....	459 86	5,169 75	3,650 00	65 85	359 15
43	1,716 00	16,643 15	29,703 19	6,550 00	154 35	34 08
44	856 00	416 38	6,246 31	4,945 64	.....	152 64
45	.....	.....	3,791 35	2,595 92	316 10	.....
46	.....	2,296 03	8,103 09	5,200 00	114 55	.....
47	536 00	1,197 98	8,398 91	5,750 00	.....	97 62
48	.....	.....	8,741 27	4,428 55	1,917 94	.....
49	1,510 50	1,174 90	8,639 02	6,210 00	.....	26 00
50	.....	340 77	8,688 70	6,673 35	.....	180 38
51	1,687 25	134 40	8,616 34	6,290 00	.....	170 14
52	894 00	447 50	5,149 92	4,210 00	.....	285 88
53	.....	1,132 30	6,614 49	4,439 50	.....	275 07
54	417 50	1,203 20	5,679 64	3,270 71	52 00	70 18
55	1,166 00	668 18	6,356 72	4,750 00	97 51	259 08
56	1,026 00	591 39	9,248 66	6,933 30	.....	.....
57	693 50	918 45	7,541 48	5,350 00	.....	125 18
58	784 50	220 01	5,693 91	4,530 00	.....	260 45
59	54 00	562 08	4,688 98	2,560 00	.....	8 15
60	882 00	510 98	7,007 33	4,570 02	1,057 10	52 95
61	10 00	1,361 33	7,036 95	3,000 00	1,818 54	207 77
62	.....	20 00	2,706 15	2,000 00	162 50	55 64
63	1,591 00	900 96	11,205 09	8,150 00	174 30	615 51
64	.....	256 96	3,335 91	2,040 00	.....	.....

COLLEGIATE INSTITUTES AND
I. TABLE K—FINANCIAL

High Schools—Continued	Expenditure— Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture	Art, manual training, household science and agricultural department equipment	School books, stationery, prizes, fuel, examinations and all other expenses
	$ c.	$ c.	$ c.
6 Arthur	48 26	95 96	1,046 05
7 Athens	87 28	700 00	1,702 98
8 Aurora	.....	.....	1,264 59
9 Avonmore	6 25	.....	1,798 86
10 Aylmer	69 91	.....	1,120 72
11 Beamsville	53 00	.....	1,687 52
12 Belleville	37 22	423 01	2,446 98
13 Bowmanville	43 88	55 41	1,422 85
14 Bradford	.....	.....	638 17
15 Brampton	.....	.....	1,449 45
16 Brighton	37 00	.....	1,288 70
17 Caledonia	88 35	.....	720 26
18 Campbellford	147 33	.....	1,004 55
19 Carleton Place	107 60	.....	917 08
20 Cayuga	64 15	.....	2,729 30
21 Chatsworth	6 00	.....	1,457 28
22 Chesley	177 85	.....	271 98
23 Chesterville	.....	.....	826 69
24 Colborne	38 50	.....	638 67
25 Cornwall	128 45	.....	4,005 54
26 Deseronto	.....	.....	950 80
27 Dundalk	81 39	.....	416 57
28 Dundas	95 00	.....	1,875 70
29 Dunnville	91 43	15 00	1,256 44
30 Durham	.....	.....	1,182 53
31 Dutton	.....	715 65	653 68
32 Elora	36 02	.....	573 98
33 Essex	18 75	258 79	533 44
34 Fergus	42 75	.....	838 17
35 Flesherton	81 18	.....	611 10
36 Forest	36 10	.....	684 90
37 Gananoque	145 61	.....	1,038 10
38 Georgetown	171 77	.....	926 98
39 Glencoe	.....	.....	672 27
40 Gravenhurst	11 40	.....	783 88
41 Grimsby	13 45	.....	1,047 78
42 Hagersville	58 35	61 10	799 59
43 Haileybury	881 72	98 00	2,511 28
44 Harriston	29 86	.....	1,034 60
45 Hawkesbury	69 31	.....	810 02
46 Iroquois	59 80	.....	880 13
47 Kemptville	118 13	.....	890 64
48 Kenora	50 00	.....	2,344 78
49 Kincardine	24 54	.....	1,232 14
50 Leamington	116 13	.....	1,334 40
51 Listowel	385 93	.....	1,669 94
52 Lucan	.....	.....	654 04
53 Madoc	187 59	.....	904 63
54 Markdale	40 50	1,021 46	1,013 28
55 Markham	114 12	4 15	811 58
56 Meaford	64 38	.....	1,411 88
57 Midland	112 54	.....	1,238 22
58 Mitchell	.....	.....	774 16
59 Morewood	.....	.....	586 85
60 Mount Forest	.....	.....	1,020 83
61 Newburgh	36 45	.....	550 58
62 Newcastle	35 15	.....	452 86
63 Newmarket	112 70	535 05	1,617 53
64 Niagara	113 53	.....	400 91

HIGH SCHOOLS—Continued

STATEMENT—Continued

	Continued		
	Total Expenditure	Balances	Charges per year for Tuition
	$ c.	$ c.	
6	4,542 17	20 09	$10.
7	10,115 75	4,593 48	Res. free; Co. $5; others $30.
8	6,456 34	2,285 69	$10.
9	4,655 66	1,165 23	Free.
10	7,469 36	.....	Res. F. I $5; all others $10.
11	5,313 04	47 29	Free.
12	18,418 89	.....	Free.
13	7,437 14	12 39	Co. free; res. F. I free, II $6; all others $7.50.
14	3,985 84	25 74	F. I free; all others $10.
15	9,800 21	808 08	$10.
16	3,989 70	.....	Free.
17	5,504 31	3,613 78	Co. free; other Cos. $4.50.
18	6,328 15	475 75	Free.
19	6,571 04	150 83	Res. free; non-res. $10.
20	8,684 08	2,158 14	Free.
21	3,951 42	944 49	Res. F. I free; all others $10.
22	6,453 05	636 14	L. Sch. $10; M. and U. $15.
23	4,278 68	269 48	Free.
24	3,177 52	2,388 52	Free.
25	17,126 83	5,792 49	Free.
26	4,322 92	30 73	Free.
27	2,725 91	187 64	$10.
28	7,888 89	89 55	Res. 1st yr. free; all others $10.
29	8,789 12	3,945 40	Free.
30	13,711 05	5,192 62	Res. $7.50; non-res. $10.
31	7,591 51	1,750 25	$10.
32	3,912 61	313 95	Res. $5; non-res. $10.
33	8,838 03	1,717 57	Free.
34	5,211 75	2,217 76	Res. free; non-res. $10.
35	3,603 53	543 30	Res. F. I free, II $5, III $7.50; non-res. $10.
36	4,668 67	1,143 80	Free.
37	6,081 37	.....	Res. free; non-res. $5.
38	6,433 82	.....	$10.
39	3,575 61	552 77	$10.
40	3,639 20	62 12	First yr. $5; other years $10.
41	4,637 36	226 63	Free.
42	4,994 04	175 71	Free.
43	10,229 43	19,473 76	Res. free; non-res. $30.
44	6,162 74	83 57	Res. 1st yr. free; all others $10.
45	3,791 35	.....	Free.
46	6,254 48	1,848 61	Free.
47	6,856 39	1,542 52	Res. free; Co. & adjoining Cos. $5; others $25.
48	8,741 27	.....	Free.
49	7,492 68	1,146 34	Res. $8; non-res. $10.
50	8,304 26	384 44	Free.
51	8,516 01	100 33	Res. 1st yr. $7; all others $10.
52	5,149 92	.....	$10.
53	5,806 79	807 70	Free.
54	5,468 13	211 51	$10.
55	6,036 44	320 28	$10.
56	8,409 56	839 10	Res. F. I. $5; others $8; non-res $10.
57	6,825 94	715 54	Res. $5; non-res. $10.
58	5,564 61	129 30	Res. $6; non-res. $10.
59	3,155 00	1,533 98	Free.
60	6,700 90	306 43	Res. F. I free; all others $10.
61	5,613 34	1,423 61	Res. & Co. free; others $10.
62	2,706 15	.....	Free.
63	11,205 09	.....	$10.
64	2,554 44	781 47	Free.

COLLEGIATE INSTITUTES

I. TABLE K—FINANCIAL

High Schools—Continued	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)
	$ c.	$ c.	$ c.
65 Niagara Falls South	960 38	161 25	20,214 99
66 Norwood	1,226 94	1,840 83	1,695 53
67 Oakville	1,703 53	1,066 62	2,895 05
68 Omemee	423 73	654 03	1,202 53
69 Orangeville	849 44	2,238 46	3,200 00
70 Oshawa	995 69	2,139 85	6,750 72
71 Paris	1,411 12	2,428 39	3,600 00
72 Parkhill	583 67	1,675 26	1,800 00
73 Parry Sound	1,106 50	.....	3,500 00
74 Pembroke	1,751 82	1,853 08	9,361 17
75 Penetanguishene	675 14	675 14	3,050 00
76 Petrolea	1,280 74	3,815 35	2,800 00
77 Plantagenet	456 03	1,352 56	1,700 00
78 Port Dover	433 47	569 18	2,081 94
79 Port Elgin	518 28	1,338 30	1,250 00
80 Port Hope	1,697 88	3,924 15	3,858 11
81 Port Perry	599 19	2,578 98	2,005 81
82 Port Rowan	423 59	1,079 98	1,552 55
83 Prescott	719 76	719 40	5,264 91
84 Richmond Hill	598 80	2,430 38	800 00
85 Rockland	570 18	2,701 62	1,006 75
86 Sault Ste. Marie	3,626 97	.....	11,901 54
87 Shelburne	637 72	1,300 22	800 00
88 Simcoe	845 27	4,249 99	5,225 36
89 Smithville	508 80	1,904 97	1,574 85
90 Stirling	2,079 83	3,272 70	1,340 17
91 Streetsville	540 14	2,196 38	650 00
92 Sudbury	1,933 98	.....	8,000 00
93 Sydenham	1,720 58	5,126 00	.....
94 Thorold	529 34	.....	3,100 00
95 Tillsonburg	717 84	1,972 09	3,500 00
96 Toronto, Commerce and Finance	1,957 51	.....	265,779 82
97 Toronto, North	943 03	.....	20,587 52
98 Trenton	599 26	1,166 77	4,000 00
99 Uxbridge	586 40	2,989 55	1,200 00
100 Vienna	411 16	856 16	700 00
101 Walkerton	1,399 73	1,798 06	2,600 00
102 Wardsville	409 16	741 87	.....
103 Waterdown	467 88	947 64	3,453 00
104 Waterford	570 07	2,045 86	1,500 00
105 Watford	673 41	3,618 13	1,800 00
106 Welland	1,395 26	4,110 40	14,018 87
107 Weston	765 21	2,707 64	1,750 00
108 Whitby	1,293 88	2,282 20	13,200 00
109 Wiarton	561 38	1,974 15	1,500 00
110 Williamstown	779 87	1,645 09	2,601 79
111 Winchester	468 27	659 09	5,500 00
112 Wingham	811 10	3,420 57	2,784 23
1 Totals, High Schools	100,883 48	219,004 22	657,952 62
2 Totals, Collegiate Institutes	90,490 42	140,092 40	1,015,477 12
3 Grand Totals, 1915	191,373 90	359,096 62	1,673,429 74
4 Grand Totals, 1914	260,954 79	358,137 66	2,870,898 56
5 Increases	.....	958 96	.....
6 Decreases	69,580 89	.....	1,197,468 82
7 Percentages	6.36	11.94	55.63

AND HIGH SCHOOLS—Continued

STATEMENT—Continued

	ceipts			Expenditure		
	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries	Buildings, Sites and all permanent improvements	Repairs to school accommodation
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
65	.....	2,296 75	23,633 37	5,163 22	10,560 35	510 38
66	500 00	1,339 96	6,603 26	4,302 44	.....	14 14
67	562 00	61 00	6,288 20	3,870 00	368 58	8 75
68	113 25	142 34	2,535 88	2,050 00	.....	.....
69	1,618 40	553 79	8,460 09	6,586 45	.....	213 76
70	110 00	810 39	10,806 65	8,540 00	62 91	185 98
71	103 07	1,465 05	9,007 63	6,020 00	431 72	126 61
72	905 25	182 39	5,146 57	3,920 00	.....	206 46
73	179 75	656 21	5,442 46	3,660 00	830 50	.....
74	.....	227 05	13,193 12	9,150 00	105 05	217 51
75	.....	989 17	5,389 45	3,650 00	.....	56 19
76	.....	3,991 08	11,887 17	6,383 32	42 42	262 99
77	.....	1,191 34	4,699 93	2,840 00	200 00	.....
78	25 00	.....	3,109 59	2,200 00	.....	.....
79	485 00	759 31	4,350 89	3,000 00	.....	.....
80	841 50	909 86	11,231 50	9,637 97	45 50	131 73
81	264 88	190 25	5,639 11	4,700 00	.....	33 57
82	.....	24 00	3,080 12	2,205 65	450 55	65 62
83	95 00	235 79	7,034 86	5,235 00	219 46	197 41
84	851 00	87 00	4,767 18	3,240 00	.....	133 68
85	.....	323 47	4,602 02	3,050 00	.....	36 81
86	2,160 00	3,100 32	20,788 83	14,660 00	38 15	157 67
87	731 00	75 32	3,544 26	2,626 06	184 33	102 55
88	170 11	133 56	10,624 29	7,540 00	1,535 25	19 22
89	.....	2,868 29	6,856 91	2,926 50	234 94	.....
90	.....	1,029 42	7,722 12	5,058 21	131 34	280 55
91	511 00	1,076 90	4,974 42	3,550 00	.....	14 50
92	132 00	6,477 37	16,543 35	9,880 00	234 75	437 31
93	538 00	1,111 26	8,495 84	5,965 00	305 18	200 00
94	.....	462 65	4,091 99	3,260 00	86 40	46 30
95	903 00	359 76	7,452 69	5,876 23	40 98	18 40
96	3,528 25	27,418 57	298,684 15	35,502 75	215,847 32	287 56
97	1,105 00	48,895 78	71,531 33	11,542 50	46,324 14	558 78
98	.....	3,185 43	8,951 46	4,479 95	.....	381 90
99	813 25	765 68	6,354 88	4,354 73	243 25	80 57
100	.....	1,456 39	3,423 71	1,810 00	62 80	.....
101	747 00	2,642 98	9,187 77	6,110 92	14 00	41 40
102	345 90	979 60	2,476 53	1,850 68	.....	21 55
103	538 00	1,039 80	6,446 32	3,000 00	411 75	199 17
104	.....	624 39	4,740 32	3,292 76	.....	103 84
105	359 00	2,891 69	9,342 23	4,670 00	.....	578 25
106	.....	23,307 62	42,832 15	6,960 00	25,842 94	213 62
107	1,062 00	2,482 95	8,767 80	5,990 00	345 23	190 89
108	263 25	2,940 33	19,979 66	5,941 89	9,799 94	.....
109	390 50	746 12	5,172 15	3,350 00	46 38	32 68
110	.....	2,438 48	7,465 23	5,077 50	150 00	14 00
111	.....	1,520 61	8,147 97	4,068 00	499 75	855 10
112	1,218 50	802 19	9,036 59	6,723 86	95 85	65 90
1	52 914 90	236,539 65	1,267,294 87	578,689 58	340,929 41	14,335 02
2	117,129 04	377,349 17	1,740,538 15	893,983 92	108,059 26	40,454 64
3	170,043 94	613,888 82	3,007,833 02	1,472,673 50	448,988 67	54,789 66
4	163,279 84	878,263 63	4,531,534 48	1,476,755 93	1,335,307 78	57,081 57
5	6,764 10	.....	.....	.....	.....	.....
6	.....	264,374 81	1,523,701 46	4,082 43	886,319 11	2,291 91
7	5.65	20.41	.....	59.6	18.17	2.22

COLLEGIATE INSTITUTES

I. TABLE K—FINANCIAL

High Schools—Concluded	Expenditure— Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture	Art, manual training, household science and agricultural department equipment	School books, stationery, prizes, fuel, examinations and all other expenses
	$ c.	$ c.	$ c.
65 Niagara Falls South	1,193 91	207 48	3,209 26
66 Norwood	.....	185 93	1,207 77
67 Oakville	186 35	9 20	1,845 32
68 Omemee	29 47	.....	431 30
69 Orangeville	66 95	.....	1,299 26
70 Oshawa	291 44	.....	1,726 32
71 Paris	75 52	545 18	944 58
72 Parkhill	.....	.....	859 49
73 Parry Sound	.....	.....	870 95
74 Pembroke	36 27	.....	3,188 22
75 Penetanguishene	50 50	.....	1,296 29
76 Petrolea	93 95	10 25	1,692 34
77 Plantagenet	.....	.....	499 23
78 Port Dover	191 95	.....	717 64
79 Port Elgin	29 33	.....	1,060 78
80 Port Hope	54 00	43 50	1,318 80
81 Port Perry	109 13	.....	778 25
82 Port Rowan	54 67	.....	303 63
83 Prescott	109 64	.....	1,218 32
84 Richmond Hill	122 48	.....	1,089 44
85 Rockland	.....	.....	615 29
86 Sault Ste. Marie	419 04	927 01	4,309 59
87 Shelburne	9 35	.....	515 11
88 Simcoe	273 35	.....	1,256 47
89 Smithville	.....	.....	526 74
90 Stirling	.....	.....	1,084 86
91 Streetsville	55 87	.....	406 54
92 Sudbury	7 10	.....	2,545 13
93 Sydenham	.....	450 00	1,017 36
94 Thorold	32 93	.....	632 21
95 Tillsonburg	23 73	.....	1,437 37
96 Toronto, Commerce and Finance	289 84	33 95	5,599 49
97 Toronto, North	1,457 57	84 55	8,701 64
98 Trenton	37 40	.....	1,041 58
99 Uxbridge	65 58	.....	928 24
100 Vienna	44 66	.....	93 64
101 Walkerton	112 99	611 50	1,293 68
102 Wardsville	58 94	.....	317 32
103 Waterdown	35 00	.....	2,800 40
104 Waterford	.....	.....	896 54
105 Watford	.....	.....	1,376 51
106 Welland	.....	1,708 41	2,745 87
107 Weston	.....	478 10	1,340 34
108 Whitby	65 87	672 70	1,301 80
109 Wiarton	44 50	.....	842 65
110 Williamstown	29 06	.....	1,253 02
111 Winchester	273 65	58 43	1,474 67
112 Wingham	61 97	.....	1,173 35
1 Totals, High Schools	10,986 82	10,009 77	144,695 54
2 Totals, Collegiate Institutes	21,451 75	8,204 15	299,174 14
3 Grand Totals, 1915	32,438 57	18,213 92	443,869 68
4 Grand Totals, 1914	41,465 42	34,082 24	500,247 14
5 Increases	.....	.....	.....
6 Decreases	9,026 85	15,868 32	56,377 46
7 Percentages	1.31	.73	17.96

AND HIGH SCHOOLS—Continued
STATEMENT—Concluded

	Concluded		
	Total Expenditure	Balances	Charges per year for Tuition
	$ c.	$ c.	
65	20,844 60	2,788 77	Free.
66	5,710 28	892 98	$6
67	6,288 20	.....	Res. $5; non-res. 1st yr. $5, thereafter $8.
68	2,510 77	25 11	Res. free; non-res. $10.
69	8,166 42	293 67	$10.
70	10,806 65	.....	Res. free; non-res. 1st yr. free, thereafter $7.50.
71	8,143 61	864 02	Res. and Co. free; others $20.
72	4,985 95	160 62	Res. F's. I and II $6, F's. III and IV $8; non-res. $10.
73	5,361 45	81 01	Res. free; non-res. $10.
74	12,697 05	496 07	Free.
75	5,052 98	336 47	Free.
76	8,485 27	3,401 90	Free.
77	3,539 23	1,160 70	Free.
78	3,109 59	.....	Free.
79	4,090 11	260 78	$6.50
80	11,231 50	.....	Res. $9; Co. free.
81	5,620 95	18 16	F. I free; others $7.50.
82	3,080 12	.....	Free.
83	6,979 83	55 03	Res free; non-res $5.
84	4,585 60	181 58	$10.
85	3,702 10	899 92	Free.
86	20,511 46	277 37	$10.
87	3,437 40	106 86	Res. 1st yr. free; all others $10.
88	10,624 29	.....	Res. free; non-res. $10.
89	3,688 18	3,168 73	Free.
90	6,554 96	1,167 16	Free.
91	4,026 91	947 51	$10.
92	13,104 29	3,439 06	Res. free; non-res. $10.
93	7,937 54	558 30	L. and M. Schs. $5; U. Sch. $12.
94	4,057 84	34 15	Free.
95	7,396 71	55 98	L. & M. Schs. $7.50; U. $10.
96	257,560 91	41,123 24	1st and 2nd yrs. free; others $15.
97	68,669 18	2,862 15	Res. I free, II $9, III $15, IV $21, V $27; non-res. $6,
98	5,940 83	3,010 63	Free. [$15, $15, $21, $27.
99	5,672 37	682 51	Res. $5; non-res. $7.50.
100	2,011 10	1,412 61	Free.
101	8,184 49	1,003 28	Res. F. I free; all others $10.
102	2,248 49	228 04	$7.50.
103	6,446 32	.....	$10.
104	4,293 14	447 18	Free.
105	6,624 76	2,717 47	Res. $10; non-res. free.
106	37,470 84	5,361 31	Free.
107	8,344 56	423 24	$10.
108	17,782 20	2,197 46	Res. $6; Co. $7.50; others $9.
109	4,316 21	855 94	$6.
110	6,523 58	941 65	Free.
111	7,229 60	918 37	Free.
112	8,120 93	915 66	L. Sch. $6; M. $8; U. $10.
1	1,099,646 14	167,648 73	58 free; 54 not free.
2	1,371,327 86	369,210 29	17 free; 31 not free.
3	2,470,974 00	536,859 02	75 free; 85 not free.
4	3,444,940 08	1,086,594 40	73 free; 88 not free.
5	.....	.....	2 free.
6	973,966 08	549,735 38	3 not free.
7	.....	.....	46.87 free; 53.12 not free.

Cost per pupil, enrolled attendance, $64.30; average attendance, $99.53.

COLLEGIATE INSTITUTES
II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

Collegiate Institutes	Pupils				Number of Pupils in—			Number of Pupils from—		
	Boys	Girls	Totals	Average Daily Attendance	Lower School	Middle School	Upper School	Municipalities forming High School District	Municipalities within the County or Territorial District	Other Counties or Districts
1 Barrie	142	179	321	218	178	118	25	172	145	4
2 Kitchener (Berlin)	200	168	368	240	237	107	24	295	72	1
3 Brantford	370	344	714	438	424	242	48	536	160	18
4 Brockville	177	204	381	230	236	112	33	264	117	....
5 Chatham	207	234	441	271	268	119	54	291	139	11
6 Clinton	111	133	244	168	152	57	35	94	150	....
7 Cobourg	112	132	244	152	188	37	19	150	93	1
8 Collingwood	130	180	310	205	202	84	24	222	68	20
9 Fort William	144	204	348	233	250	79	19	338	9	1
10 Galt	238	230	468	305	336	87	45	230	204	34
11 Goderich	99	192	291	185	182	86	23	169	113	9
12 Guelph	253	285	538	328	336	146	56	391	123	24
13 Hamilton	595	567	1,162	750	621	410	131	1,027	95	40
14 Ingersoll	112	122	234	148	147	78	9	118	91	25
15 Kingston	280	328	608	397	343	239	26	520	85	3
16 Lindsay	199	274	473	316	301	117	55	225	177	71
17 London	611	640	1,251	812	895	263	93	1,044	204	3
18 Morrisburg	59	72	131	89	79	42	10	66	58	7
19 Napanee	108	162	270	174	158	93	19	126	136	8
20 Niagara Falls	155	159	314	211	216	79	19	256	44	14
21 North Bay	128	155	283	169	205	70	8	232	28	23
22 Orillia	169	217	386	241	240	121	25	248	78	60
23 Ottawa	840	536	1,376	845	861	452	63	1,228	88	60
24 Owen Sound	211	245	456	299	247	158	51	278	147	31
25 Perth	108	117	225	154	135	63	27	108	112	5
26 Peterborough	223	272	495	337	328	115	52	423	51	21
27 Picton	117	157	274	174	212	42	20	118	153	3
28 Port Arthur	111	110	221	145	181	32	8	221	.....	....
29 Renfrew	168	236	404	245	284	94	26	140	248	16
30 Ridgetown	80	112	192	133	142	32	18	109	77	6
31 St. Catharines	228	251	479	295	371	78	30	327	143	9
32 St. Mary's	115	137	252	173	153	67	32	125	73	54
33 St. Thomas	224	335	559	358	407	123	29	401	150	8
34 Sarnia	176	215	391	251	270	99	22	323	65	3
35 Seaforth	93	117	210	157	130	37	43	105	86	19
36 Smith's Falls	135	210	345	226	209	110	26	236	44	65
37 Stratford	284	285	569	407	363	143	63	413	111	45
38 Strathroy	107	109	216	155	112	87	17	121	94	1
39 Toronto, Harbord	443	432	875	576	464	330	81	875	.....	....
40 Toronto, Humberside	307	346	653	426	405	189	59	565	71	17
41 Toronto, Jarvis	368	304	672	437	392	214	66	650	3	19
42 Toronto, Malvern Avenue	127	156	283	176	189	74	20	204	76	3
43 Toronto, Oakwood	280	401	681	458	383	240	58	649	32	....
44 Toronto, Parkdale	310	371	681	452	392	244	45	619	34	28
45 Toronto, Riverdale	285	292	577	361	393	137	47	555	16	6
46 Vankleek Hill	91	150	241	152	177	42	22	86	119	36
47 Windsor	314	274	588	362	448	103	37	427	158	3
48 Woodstock	207	279	486	298	317	113	56	245	200	41
Totals	10,551	11,630	22,181	14,332	14,159	6,204	1,818	16,565	4,740	876
High Schools										
1 Alexandria	62	96	158	96	124	34	.....	140	10	8
2 Alliston	55	77	132	79	96	36	.....	58	65	9
3 Almonte	63	75	138	90	83	44	11	78	55	5
4 Amherstburg	40	30	70	44	49	21	.....	48	22	....
5 Arnprior	95	134	229	151	140	78	11	133	69	27

AND HIGH SCHOOLS—Continued
AND IN THE VARIOUS SUBJECTS, ETC.

	Number of Pupils from Families whose Head is occupied as below—								Number of Pupils in the Various Subjects						
	Commerce	Agriculture	Law, Medicine, or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Mediæval History
1	58	112	21	3	43	16	42	26	245	310	313	173	246	102	16
2	137	48	35	11	70	31	.....	36	331	346	368	285	178	95	12
3	171	146	64	19	167	26	47	74	395	695	695	617	429	166	29
4	23	78	33	.....	123	67	31	26	288	374	374	346	319	117	14
5	81	153	30	6	83	61	23	4	213	415	415	292	292	119	28
6	37	129	19	6	30	19	3	1	182	235	235	182	170	59	19
7	31	67	15	3	62	12	34	20	208	240	240	205	240	17	10
8	73	92	11	3	57	31	26	17	202	307	307	147	101	84	12
9	119	14	3	2	126	9	71	4	211	341	340	302	291	29	11
10	140	100	26	8	133	19	38	4	346	460	460	441	325	106	27
11	56	119	9	4	63	9	10	21	182	285	285	268	276	96	17
12	134	125	28	14	93	21	94	29	336	518	518	482	345	146	39
13	489	109	74	31	282	49	101	27	804	1,122	1,122	1,052	1,052	429	67
14	55	97	5	1	27	12	25	12	192	232	232	230	158	76	5
15	135	91	43	21	154	31	118	15	482	590	590	410	291	210	12
16	55	228	14	8	65	39	46	18	320	432	439	419	427	124	30
17	380	174	93	32	294	76	88	114	892	1,198	1,198	591	860	263	50
18	9	67	6	1	30	14	3	1	90	124	124	90	70	42	10
19	40	114	22	4	27	28	23	12	110	263	263	143	263	74	8
20	69	31	9	4	51	67	59	24	145	309	309	295	309	79	6
21	24	27	6	3	55	21	117	30	205	283	281	178	167	69	4
22	95	108	20	10	58	53	28	14	215	372	372	276	250	128	12
23	369	87	104	52	269	69	370	56	480	1,343	1,339	937	834	179	37
24	112	151	17	13	93	49	21	.....	360	445	445	411	291	132	29
25	21	102	9	1	42	26	24	.....	164	221	221	198	198	34	15
26	88	53	30	5	59	170	45	45	368	487	487	368	257	128	15
27	35	122	9	5	34	18	40	11	226	269	269	243	185	46	7
28	86	5	12	1	52	20	35	10	193	219	219	135	201	35	2
29	70	209	9	2	8	76	24	6	284	398	398	384	362	115	24
30	26	84	9	.....	12	.....	46	15	121	170	190	170	147	32	16
31	195	58	7	5	156	49	6	3	371	469	469	449	449	78	18
32	16	126	4	2	50	22	20	12	153	153	153	146	146	67	7
33	204	169	27	5	75	70	9	.....	407	550	550	467	467	123	12
34	102	50	26	2	89	36	72	14	260	381	381	357	357	97	12
35	18	99	7	3	45	16	12	10	125	180	180	162	101	38	35
36	72	80	10	3	91	42	15	32	239	334	334	319	319	71	13
37	172	137	14	14	124	25	34	49	462	492	566	543	420	260	31
38	37	90	12	3	22	12	7	33	145	204	216	211	160	89	11
39	350	10	45	15	350	.....	30	75	603	870	870	750	750	400	50
40	118	58	42	16	139	18	210	52	467	638	638	405	624	146	16
41	195	27	68	27	96	27	152	80	420	640	640	302	342	182	38
42	132	21	14	6	64	11	13	22	203	283	283	273	273	83	7
43	302	30	62	31	150	8	70	28	430	675	675	620	446	179	24
44	203	31	52	24	152	54	132	33	392	667	667	348	417	151	23
45	129	25	31	16	184	30	154	8	395	576	576	492	291	144	17
46	18	153	13	.....	37	13	7	.....	174	241	241	233	233	72	12
47	111	33	31	10	183	91	97	32	473	580	580	409	328	82	17
48	88	183	20	12	92	56	27	8	256	461	461	327	392	128	27
	5,680	4,422	1,270	467	4,761	1,719	2,699	1,163	14,765	21,397	21,528	17,083	16,049	5,721	953
1	10	102	3	3	13	14	9	4	140	158	158	158	158	54	.....
2	27	61	7	.....	8	8	7	14	96	132	132	132	82	36	.....
3	12	67	15	1	29	7	5	2	87	130	130	130	83	47	4
4	11	21	5	3	16	4	9	1	49	70	70	69	69	21	.....
5	35	59	13	1	38	37	41	5	170	227	227	170	142	81	4

COLLEGIATE INSTITUTES
II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

Collegiate Institutes	Number of Pupils in the Various Subjects—Continued										
	Modern History	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	German	Latin	Greek
1 Barrie	11	160	242	245	301	247	19	228	28	257	4
2 Kitchener (Berlin)	12	237	237	243	331	190	12	175	102	268	21
3 Brantford	20	495	262	456	687	386	33	519	99	404	7
4 Brockville	13	286	195	236	355	174	27	349	38	315	7
5 Chatham	16	268	268	268	327	240	35	257	33	290	10
6 Clinton	12	180	178	182	230	181	21	168	21	205	....
7 Cobourg	9	188	171	208	218	90	10	169	10	169	6
8 Collingwood	13	202	147	202	285	104	17	231	24	239	3
9 Fort William	9	248	250	250	249	131	17	231	15	232	4
10 Galt	14	371	341	342	431	233	38	307	57	306	4
11 Goderich	10	182	162	192	285	170	18	148	24	174	4
12 Guelph	29	336	224	336	418	289	51	386	66	424	31
13 Hamilton	68	804	759	839	1,135	894	109	830	254	1,101	42
14 Ingersoll	4	192	192	192	206	146	6	166	21	166	3
15 Kingston	12	430	382	481	452	372	10	442	95	428	8
16 Lindsay	30	323	289	289	382	256	43	189	33	313	71
17 London	40	891	698	889	982	653	87	784	71	894	5
18 Morrisburg	8	79	79	80	117	104	8	103	17	119	5
19 Napanee	11	150	158	165	264	149	9	160	36	165	16
20 Niagara Falls	13	194	190	223	287	209	14	253	34	199	1
21 North Bay	1	205	205	205	204	153	5	146	21	135	....
22 Orillia	8	279	207	286	379	227	18	274	41	322	1
23 Ottawa	34	879	728	953	1,262	758	98	1,179	171	868	37
24 Owen Sound	26	360	360	360	387	257	31	208	37	260	9
25 Perth	12	135	89	135	221	132	22	164	36	172	5
26 Peterborough	13	368	368	341	442	207	23	341	62	313	9
27 Picton	12	232	176	232	208	151	11	173	35	195	1
28 Port Arthur	2	195	135	207	177	103	6	162	22	165	8
29 Renfrew	24	284	251	289	397	232	21	293	44	286	16
30 Ridgetown	8	139	121	142	175	126	15	23	1	141	....
31 St. Catharines	21	371	371	329	464	213	21	307	59	303	9
32 St. Mary's	15	146	153	153	146	146	17	157	18	184	6
33 St. Thomas	13	407	357	407	529	238	13	512	28	403	3
34 Sarnia	10	260	260	260	380	193	14	273	24	270	9
35 Seaforth	16	125	120	125	190	148	38	180	49	182	8
36 Smith's Falls	13	239	173	215	337	210	20	198	22	289	4
37 Stratford	21	497	371	423	553	300	33	242	66	357	4
38 Strathroy	5	156	145	146	211	160	12	160	19	186	5
39 Toronto, Harbord	50	590	590	590	860	860	65	870	575	850	65
40 Toronto, Humberside	11	489	439	467	634	413	35	443	137	523	20
41 Toronto, Jarvis	38	420	420	420	645	472	50	550	310	560	32
42 Toronto, Malvern Av	2	190	190	19	277	277	12	260	72	260	....
43 Toronto, Oakwood	21	456	340	342	670	460	27	671	226	652	27
44 Toronto, Parkdale	23	392	217	390	676	458	38	561	212	590	29
45 Toronto, Riverdale	15	393	393	393	569	389	40	565	166	552	30
46 Vankleek Hill	10	177	177	177	219	219	14	151	4	161	4
47 Windsor	6	418	359	448	447	239	20	352	34	339	1
48 Woodstock	25	279	311	281	364	270	36	235	45	325	24
Totals	809	15,297	13,450	15,053	19,965	13,229	1,339	15,745	3,614	16,511	618
High Schools											
1 Alexandria	...	140	140	140	158	75	.....	151	.....	154	....
2 Alliston	...	96	96	96	132	82	.....	64	.....	71	....
3 Almonte	3	83	88	88	137	91	7	92	7	110	....
4 Amherstburg	...	49	49	49	48	45	.....	56	.....	58	....
5 Arnprior	4	170	170	170	227	148	7	148	20	225	....

AND HIGH SCHOOLS—Continued
AND IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils in the Various Subjects—Continued											Special Courses				
	Zoology	Botany	Chemistry	Physics	Mineralogy	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Manual Training	Household Science	Art (Middle School)
1	205	205	162	169	8	90	221	14	16	206	318	14	....	.....	.....	13
2	142	142	108	237	6	237	73	73	73	90	366	.....	....	152	161	11
3	252	252	297	465	7	121	121	121	63	248	710	121	....	127	152	16
4	189	189	152	284	9	260	55	55	56	169	379	49	....	.....	.....	8
5	202	202	233	322	11	182	95	95	95	176	441	95	....	86	138	27
6	192	192	192	199	12	152	92	7	12	194	244	4	140	.....	.....	22
7	132	132	46	170	9	145	65	65	65	115	240	.....	....	.....	.....	1
8	153	153	234	235	12	141	61	61	61	155	310	61	....	75	106	14
9	185	185	123	248	4	95	95	94	95	180	346	95	....	96	115	2
10	195	195	112	286	5	342	114	115	140	179	465	114	....	183	180	17
11	112	112	134	204	9	162	89	51	20	118	280	20	....	.....	.....	...
12	254	254	249	405	18	326	199	112	120	224	528	.....	....	.....	.....	8
13	885	869	814	1,086	24	498	.....	....	.....	790	1,062	.....	....	351	397	24
14	168	168	145	206	1	175	26	26	26	169	234	26	....	84	61	...
15	138	138	203	415	4	277	80	83	88	142	593	80	....	.....	.....	...
16	266	263	240	343	13	233	63	63	64	237	459	63	....	.....	.....	28
17	690	690	249	273	21	890	240	238	120	650	1,242	240	....	.....	.....	...
18	84	84	43	43	5	79	57	15	11	91	127	.....	....	.....	.....	...
19	140	140	175	175	7	165	140	40	25	150	268	35	....	.....	.....	12
20	120	120	77	161	5	203	118	122	86	47	314	99	....	.....	.....	...
21	73	73	93	93	....	129	48	48	48	70	282	.....	....	.....	.....	...
22	208	208	182	290	11	50	50	50	50	205	380	50	....	.....	.....	...
23	526	526	598	930	13	802	198	207	123	855	1,365	213	....	.....	.....	157
24	191	191	310	341	16	247	67	35	35	208	456	35	....	153	203	...
25	106	106	89	173	3	89	82	38	38	99	224	36	....	.....	.....	...
26	179	179	90	237	11	295	107	107	49	142	482	107	....	107	143	...
27	151	151	107	194	8	175	62	62	62	194	273	62	45	.....	.....	...
28	48	48	35	86	....	150	64	64	64	85	221	64	....	89	92	...
29	210	210	221	353	14	260	94	51	22	291	392	56	....	.....	.....	37
30	130	130	117	128	8	140	23	20	20	123	190	.....	....	.....	.....	...
31	224	224	181	382	7	131	28	126	70	229	479	126	....	.....	.....	17
32	164	164	129	206	11	153	75	27	4	118	250	3	....	.....	.....	21
33	280	280	403	403	9	256	407	133	61	250	559	133	....	97	117	19
34	150	150	170	171	8	186	135	95	95	154	385	95	....	.....	.....	...
35	20	20	84	90	20	130	130	20	20	135	208	.....	....	.....	.....	8
36	185	185	206	294	9	127	84	36	36	203	345	36	35	78	119	...
37	290	217	271	330	20	218	72	72	72	268	544	.....	....	191	223	28
38	137	137	102	201	2	145	59	10	10	146	208	.....	....	.....	.....	...
39	480	480	450	650	20	450	220	....	.....	490	860	.....	....	.....	.....	...
40	251	250	183	541	8	362	187	....	.....	320	642	.....	....	.....	.....	41
41	360	360	265	380	8	.....	.....	....	.....	352	650	.....	....	.....	.....	12
42	169	169	174	180	4	160	160	....	.....	216	283	.....	....	.....	.....	14
43	326	326	343	641	5	260	131	....	.....	321	679	.....	....	237	312	34
44	387	387	229	580	9	217	217	....	.....	302	676	.....	....	.....	.....	25
45	407	407	240	545	8	393	152	....	.....	362	577	.....	....	207	233	29
46	162	162	89	202	6	145	20	20	20	157	241	20	157	.....	.....	8
47	292	292	116	304	10	217	146	146	149	174	579	144	....	218	189	6
48	185	185	136	311	12	163	.....	....	.....	153	475	101	....	135	167	17
	10,995	10902	9,601	15,162	450	10,823	5,022	2817	2,284	10952	21,831	2,397	377	2,666	3,108	676
1	140	140	34	158	....	140	12	....	.....	140	158	.....	....	.....	.....	...
2	.....	96	82	132	....	50	50	....	.....	96	132	.....	....	.....	.....	...
3	93	93	44	116	....	67	28	9	12	95	137	.....	....	.....	.....	...
4	48	48	45	68	....	49	49	10	14	48	70	.....	....	33	.....	...
5	173	173	154	156	....	170	109	....	.....	170	225	.....	....	.....	.....	...

II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS AND COLLEGIATE INSTITUTES

High Schools—Continued	Pupils				Number of Pupils in—			Number of Pupils from—		
	Boys	Girls	Totals	Average Daily Attendance	Lower School	Middle School	Upper School	Municipalities forming High School Dist.	Municipalities within the County or Territorial District	Other Counties or Districts
6 Arthur	35	87	122	78	78	35	9	55	63	4
7 Athens	94	136	230	154	144	86	.....	96	133	1
8 Aurora	60	69	129	88	70	43	16	63	65	1
9 Avonmore	34	42	76	63	58	18	.....	65	11	....
10 Aylmer	75	92	167	101	105	42	20	65	102	....
11 Beamsville	49	39	88	41	71	17	.....	30	58	....
12 Belleville	171	220	391	260	248	108	35	276	101	14
13 Bowmanville	66	69	135	98	93	33	9	80	55	....
14 Bradford	50	54	104	66	59	45	.....	42	60	2
15 Brampton	91	113	204	126	97	72	35	108	85	11
16 Brighton	39	45	84	52	51	33	.....	52	32	....
17 Caledonia	57	76	133	84	92	28	13	54	57	22
18 Campbellford	86	101	187	123	125	62	.....	123	56	8
19 Carleton Place	80	137	217	146	125	74	18	136	57	24
20 Cayuga	46	51	97	70	62	21	14	55	42	....
21 Chatsworth	19	46	65	42	46	19	.....	53	10	2
22 Chesley	65	79	144	100	73	53	18	71	53	20
23 Chesterville	56	71	127	79	88	39	.....	57	69	1
24 Colborne	33	53	86	56	55	31	.....	42	44	....
25 Cornwall	148	208	356	243	227	105	24	191	142	23
26 Deseronto	59	59	118	74	97	21	.....	87	16	15
27 Dundalk	39	55	94	54	64	30	.....	35	39	20
28 Dundas	72	100	172	108	136	30	6	113	59	....
29 Dunnville	76	102	178	116	100	60	18	93	70	15
30 Durham	56	75	131	90	85	46	.....	61	70	....
31 Dutton	55	65	120	80	67	39	14	31	89	....
32 Elora	45	51	96	58	71	25	.....	51	45	....
33 Essex	68	79	147	91	92	40	15	56	91	....
34 Fergus	74	89	163	100	98	51	14	87	73	3
35 Flesherton	38	54	92	68	49	43	.....	69	22	1
36 Forest	67	64	131	87	86	35	10	71	60	....
37 Gananoque	56	92	148	92	87	55	6	96	29	23
38 Georgetown	76	92	168	113	114	33	21	45	65	58
39 Glencoe	38	75	113	73	62	37	14	30	71	12
40 Gravenhurst	20	31	51	33	37	14	.....	51	.....	....
41 Grimsby	53	83	136	78	99	37	.....	51	59	26
42 Hagersville	48	75	123	82	94	29	.....	49	74	....
43 Haileybury	74	75	149	96	133	15	1	149	.....	....
44 Harriston	56	74	130	87	67	25	38	45	36	49
45 Hawkesbury	36	40	76	44	61	15	.....	36	28	12
46 Iroquois	70	93	163	111	120	30	13	63	96	4
47 Kemptville	81	140	221	145	95	94	32	66	88	67
48 Kenora	53	72	125	80	88	37	.....	123	2	....
49 Kincardine	80	149	229	161	119	87	23	224	.....	5
50 Leamington	59	105	164	98	110	44	10	70	78	16
51 Listowel	117	113	230	162	130	76	24	79	137	14
52 Lucan	59	61	120	80	74	34	12	120	.....	....
53 Madoc	48	102	150	94	75	66	9	46	104	....
54 Markdale	26	52	78	38	56	22	.....	52	26	....
55 Markham	89	74	163	103	90	37	36	36	108	19
56 Meaford	84	90	174	114	106	44	24	92	77	5
57 Midland	76	62	138	89	88	36	14	119	18	1
58 Mitchell	60	72	132	93	77	55	.....	66	63	3
59 Morewood	40	32	72	48	46	26	.....	49	.....	23
60 Mount Forest	76	106	182	122	88	78	16	105	27	50
61 Newburgh	40	65	105	70	86	19	.....	14	90	1
62 Newcastle	18	19	37	21	25	12	.....	30	5	2
63 Newmarket	119	136	255	153	179	52	24	100	135	20
64 Niagara	16	14	30	11	25	5	.....	24	6	....

AND HIGH SCHOOLS—Continued
IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils from Families whose Head is occupied as below—								Number of Pupils in the Various Subjects						
	Commerce	Agriculture	Law, Medicine, or the Church	Teaching	The Trades	Labouring Occupations	Other Occupations	Without Occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Mediæval History
6	16	66	.....	.....	11	3	13	13	89	120	120	117	80	39	6
7	25	129	8	5	29	10	19	5	144	230	230	230	230	86	....
8	10	58	3	1	10	12	33	2	113	129	129	113	113	43	15
9	10	52	3	.....	4	3	4	.....	58	76	76	76	51	18	....
10	19	98	13	2	19	12	4	.....	114	167	167	147	167	42	12
11	8	59	4	3	9	1	2	2	73	88	88	88	88	17	....
12	112	86	20	8	66	17	59	23	293	384	384	270	281	50	22
13	12	48	6	4	30	11	8	16	93	130	130	126	126	33	4
14	19	60	6	.....	8	6	2	3	59	104	103	104	104	44	....
15	33	91	21	2	33	11	3	10	97	190	190	169	169	72	14
16	14	38	9	.....	12	7	2	2	65	84	84	84	65	33	....
17	16	56	7	1	16	5	12	20	92	128	126	120	74	28	7
18	18	58	6	2	20	36	37	10	125	187	187	187	187	62	....
19	31	84	6	2	59	9	21	5	125	216	217	199	135	74	10
20	10	54	9	2	6	8	8	.....	67	97	97	67	50	29	6
21	5	46	1	1	2	.....	8	2	55	65	65	55	41	20	....
22	28	61	8	1	19	8	16	3	73	144	144	126	90	53	9
23	28	64	4	.....	14	2	3	12	88	127	127	127	79	39	....
24	6	40	5	.....	4	15	6	10	50	86	86	55	86	31	....
25	74	109	25	9	76	26	36	1	227	350	350	285	285	101	19
26	16	41	.....	.....	20	32	9	.....	97	118	118	118	118	21	....
27	6	67	4	2	3	4	8	.....	64	94	94	94	94	30	....
28	42	43	5	1	53	11	3	14	151	172	172	172	172	36	6
29	40	85	5	2	29	7	5	5	100	173	175	160	160	58	13
30	11	61	7	2	14	34	2	.....	85	131	131	131	96	46	....
31	10	76	11	.....	14	3	6	.....	77	120	117	77	85	45	14
32	13	36	1	1	23	11	7	4	71	96	96	96	96	25	....
33	35	72	9	3	17	2	8	1	100	139	137	129	68	41	7
34	40	73	9	6	10	13	9	3	163	163	163	149	163	51	8
35	5	75	2	.....	10	.....	.....	.....	49	92	92	92	92	43	....
36	20	48	6	3	12	15	8	19	86	126	126	121	84	35	5
37	32	53	9	1	37	5	.....	11	87	148	148	146	146	55	2
38	30	66	4	1	45	14	5	3	127	166	166	147	147	42	10
39	3	92	3	.....	3	3	4	5	62	106	105	99	102	37	6
40	1	4	.....	1	16	18	7	4	36	51	51	51	51	14	....
41	9	67	8	1	19	16	9	7	99	136	136	136	86	37	....
42	10	71	5	.....	23	4	8	2	101	123	123	123	123	29	....
43	34	10	12	3	74	2	14	.....	117	149	149	94	79	28	1
44	25	51	6	4	10	2	30	2	82	122	122	104	67	37	29
45	18	31	2	.....	13	.....	12	.....	61	76	76	76	47	15	....
46	10	99	5	6	10	14	9	10	120	163	163	102	78	37	7
47	10	151	16	1	17	7	17	2	126	210	210	194	147	99	21
48	28	3	5	2	37	26	24	.....	100	120	120	120	120	19	....
49	28	141	12	1	20	9	15	3	157	229	229	193	193	49	17
50	31	69	10	.....	12	8	26	8	125	161	161	159	114	49	5
51	45	122	11	5	22	13	12	.....	157	229	229	209	209	82	23
52	10	92	7	.....	6	.....	2	3	74	115	115	108	77	34	12
53	36	89	4	4	4	8	3	2	75	145	145	141	141	66	4
54	11	45	2	.....	7	4	3	6	64	78	78	78	78	22	....
55	21	88	7	.....	9	7	21	10	111	140	140	127	127	37	14
56	29	82	15	.....	25	10	13	.....	126	167	167	147	92	52	11
57	21	24	4	2	18	33	35	1	104	135	134	130	130	40	5
58	25	65	4	2	19	5	7	5	86	132	132	132	132	55	....
59	9	39	6	2	8	4	4	.....	53	72	72	71	71	25	....
60	40	78	11	3	19	2	13	16	88	179	179	166	166	78	16
61	2	86	3	1	4	1	7	1	86	105	105	105	105	19	....
62	8	16	5	1	1	4	2	.....	28	37	37	37	28	12	....
63	42	85	21	6	40	26	18	17	162	235	238	138	138	59	9
64	3	9	1	.....	5	2	6	4	27	30	30	24	15	5	....

COLLEGIATE INSTITUTES
II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

High Schools—Continued	Number of Pupils in the Various Subjects—Continued										
	Modern History	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	German	Latin	Greek
6 Arthur	5	88	88	88	120	87	6	24	....	88	....
7 Athens	....	144	144	144	230	189	....	209	....	221	....
8 Aurora	3	70	70	113	128	98	15	108	5	115	....
9 Avonmore	....	58	58	58	76	51	....	52	....	49	....
10 Aylmer	14	114	114	114	163	163	14	78	22	150	....
11 Beamsville	....	73	73	73	88	53	....	87	6	88	....
12 Belleville	17	248	248	282	391	287	35	196	20	247	....
13 Bowmanville	3	93	126	93	132	124	6	84	12	89	6
14 Bradford	....	59	59	61	104	82	....	75	....	99	....
15 Brampton	16	97	97	97	192	192	16	180	16	190	8
16 Brighton	....	65	65	65	83	62	....	32	....	53	....
17 Caledonia	6	92	92	92	128	90	7	110	18	125	....
18 Campbellford	....	125	53	125	125	72	....	155	....	167	....
19 Carleton Place	10	125	125	131	216	152	18	198	....	180	....
20 Cayuga	12	67	67	67	97	56	6	82	....	93	....
21 Chatsworth	....	55	55	55	65	41	....	29	....	51	....
22 Chesley	....	73	73	76	142	90	13	102	30	133	7
23 Chesterville	....	88	88	88	127	87	....	75	....	94	....
24 Colborne	....	50	55	50	86	62	....	32	....	61	....
25 Cornwall	9	180	227	250	307	211	20	191	4	270	3
26 Deseronto	....	97	97	97	118	66	....	110	....	110	....
27 Dundalk	....	64	64	64	94	61	....	60	....	60	....
28 Dundas	1	151	151	151	155	81	6	112	13	129	....
29 Dunnville	9	100	100	100	171	168	16	156	68	170	....
30 Durham	....	85	85	85	131	96	....	79	....	80	....
31 Dutton	4	77	77	77	119	93	13	72	....	75	....
32 Elora	....	71	71	71	63	49	....	54	....	48	....
33 Essex	9	100	63	102	139	95	10	123	26	138	....
34 Fergus	6	163	163	98	157	157	8	140	1	155	....
35 Flesherton	....	49	49	52	92	80	....	52	....	53	....
36 Forest	9	86	86	86	131	84	5	67	....	102	3
37 Gananoque	3	87	87	87	148	102	4	111	11	107	....
38 Georgetown	18	127	85	147	167	115	11	45	....	128	3
39 Glencoe	5	62	62	62	107	81	8	33	....	40	....
40 Gravenhurst	....	37	37	37	51	30	....	38	....	40	....
41 Grimsby	....	99	99	99	136	86	....	129	11	130	....
42 Hagersville	....	101	101	101	123	61	....	91	....	93	1
43 Haileybury	1	115	125	132	146	140	20	91	7	97	....
44 Harriston	20	82	82	82	122	85	29	40	22	109	....
45 Hawkesbury	....	61	61	61	76	48	....	70	....	58	....
46 Iroquois	6	120	72	120	156	84	7	72	14	136	....
47 Kemptville	9	126	154	154	211	174	23	147	17	205	3
48 Kenora	....	100	100	100	120	79	....	89	10	99	....
49 Kincardine	12	157	157	157	215	162	17	99	6	197	....
50 Leamington	4	126	126	126	163	111	7	131	2	127	....
51 Listowel	18	157	157	157	229	229	23	170	27	221	4
52 Lucan	5	74	74	74	115	84	12	64	2	82	....
53 Madoc	5	75	75	75	145	120	4	89	2	122	1
54 Markdale	....	64	64	66	78	56	....	41	....	55	....
55 Markham	22	90	90	90	140	140	14	123	4	150	....
56 Meaford	8	147	167	127	151	96	18	101	8	121	....
57 Midland	3	104	104	104	138	86	12	117	8	127	....
58 Mitchell	....	77	77	85	132	90	....	58	7	101	....
59 Morewood	....	53	53	53	72	54	....	49	....	49	....
60 Mount Forest	16	88	88	88	179	179	11	158	7	170	....
61 Newburgh	....	86	86	86	105	75	....	52	....	90	....
62 Newcastle	....	28	28	28	28	28	....	32	....	29	....
63 Newmarket	16	185	112	182	238	184	11	199	21	198	3
64 Niagara	....	27	27	27	30	15	....	27	....	24	....

AND HIGH SCHOOLS—Continued
AND IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils in the Various Subjects—Continued											Special Courses				
	Zoology	Botany	Chemistry	Physics	Mineralogy	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Manual Training	Household Science	Art (Middle School)
6	93	93	52	122	5	88	.....	.....	.....	91	120	....	103	....	....	3
7	144	144	189	230	....	144	42	.....	.....	144	228	....	....	....	....	....
8	74	74	103	127	4	70	70	.....	.....	76	129	....	....	....	....	....
9	.....	58	51	76	....	25	25	.....	.....	58	76	....	....	....	....	....
10	135	135	136	155	15	114	114	.....	.....	114	164	....	....	....	....	....
11	73	73	38	42	....	73	.....	.....	.....	73	88	....	....	....	....	....
12	257	257	210	225	12	350	52	40	75	240	391	40	....	....	115	24
13	97	97	80	131	3	93	.....	.....	.....	93	135	....	124	....	....	....
14	59	59	82	103	....	59	29	.....	.....	59	104	....	....	....	....	....
15	109	109	78	109	6	97	86	.....	.....	92	204	....	....	....	....	....
16	48	48	35	83	....	41	39	39	.....	51	80	....	....	....	....	....
17	99	99	69	128	....	92	48	.....	.....	92	133	....	....	....	....	....
18	125	125	134	187	....	53	125	.....	.....	125	187	....	....	....	....	....
19	125	125	134	216	....	64	.....	.....	.....	132	214	....	....	....	....	....
20	79	79	54	97	12	67	62	.....	.....	67	97	....	....	....	....	....
21	.....	55	41	65	....	55	36	.....	.....	55	65	....	....	....	....	....
22	79	79	101	139	6	36	36	.....	.....	73	144	....	....	....	....	....
23	79	79	127	127	....	88	81	.....	.....	82	126	....	....	....	....	....
24	50	50	55	62	....	55	40	.....	.....	50	86	....	....	....	....	....
25	186	186	193	300	7	227	198	47	47	146	350	47	....	....	....	....
26	97	97	66	118	....	97	41	.....	22	97	118	....	....	....	....	....
27	64	64	61	94	....	64	18	.....	.....	64	94	....	....	....	....	....
28	114	114	47	134	1	136	64	37	37	142	172	37	....	....	....	....
29	105	105	110	112	3	100	12	12	15	99	177	....	....	....	....	....
30	85	85	96	131	....	85	.....	.....	.....	85	131	....	....	....	....	....
31	81	81	90	119	4	77	31	.....	.....	77	120	....	....	....	....	....
32	40	40	49	65	....	33	50	18	32	28	96	28	....	....	....	....
33	90	90	93	139	2	63	.....	.....	.....	85	146	....	47	....	....	6
34	106	106	157	157	6	163	98	.....	.....	98	163	....	....	....	....	....
35	49	49	78	92	....	49	43	.....	.....	49	92	....	....	....	....	....
36	94	94	44	131	9	86	.....	.....	.....	90	131	....	....	....	....	....
37	80	80	104	148	....	74	63	20	29	84	149	....	....	....	....	6
38	145	145	71	157	18	85	24	.....	13	85	168	....	....	....	....	....
39	66	66	40	45	6	62	.....	.....	.....	62	113	....	....	....	....	....
40	32	32	18	47	....	37	30	10	12	37	51	5	....	....	....	....
41	99	99	76	126	....	.....	.....	.....	.....	97	136	....	....	....	....	....
42	101	101	92	123	....	101	.....	.....	.....	101	123	....	55	....	....	....
43	36	36	45	130	14	115	14	6	.....	54	149	....	....	....	....	....
44	99	99	76	82	15	55	.....	.....	.....	82	128	....	....	....	....	....
45	61	61	48	76	....	61	27	.....	.....	61	75	....	....	....	....	....
46	127	127	75	127	5	72	72	.....	15	124	163	....	....	....	....	....
47	166	166	108	207	15	148	89	.....	.....	147	221	....	....	....	....	....
48	63	63	80	81	....	100	40	11	.....	65	121	....	....	....	....	....
49	143	143	120	116	12	179	176	11	11	178	223	11	....	....	....	10
50	124	124	116	163	4	126	.....	.....	.....	130	164	....	....	....	....	7
51	175	175	168	228	18	130	130	.....	.....	154	229	....	....	....	....	....
52	82	82	82	120	4	74	.....	.....	.....	74	120	....	....	....	....	7
53	81	81	124	144	6	75	66	.....	.....	118	150	....	....	....	....	....
54	64	64	33	78	....	38	.....	.....	.....	64	78	....	....	....	....	....
55	115	115	80	140	23	90	90	.....	.....	90	163	....	....	....	....	....
56	87	87	86	139	9	126	99	31	31	96	174	....	....	....	....	....
57	117	117	63	131	3	70	70	.....	.....	114	138	....	....	....	....	....
58	77	77	90	132	....	40	40	.....	.....	77	132	....	....	....	....	....
59	.....	53	35	71	....	53	.....	.....	.....	53	72	....	....	....	....	....
60	96	96	125	182	....	88	.....	.....	.....	88	182	....	....	....	....	21
61	86	86	75	105	....	86	.....	.....	.....	86	104	....	....	....	....	....
62	28	28	28	37	....	28	28	.....	.....	28	37	....	....	....	....	....
63	131	131	112	225	14	135	131	33	33	141	254	33	....	....	....	11
64	22	22	12	25	....	18	20	16	18	20	30	....	....	....	....	....

COLLEGIATE INSTITUTES
II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

High Schools—Continued	Pupils				Number of Pupils in—		
	Boys	Girls	Totals	Average daily Attendance	Lower School	Middle School	Upper School
65 Niagara Falls South	51	67	118	81	91	25	2
66 Norwood	48	59	107	69	80	27	.....
67 Oakville	68	69	137	87	98	39	.....
68 Omemee	17	32	49	31	31	18	.....
69 Orangeville	107	116	223	143	122	81	20
70 Oshawa	97	125	222	141	167	37	18
71 Paris	66	72	138	91	100	26	12
72 Parkhill	58	89	147	99	110	30	7
73 Parry Sound	44	93	137	86	105	29	3
74 Pembroke	119	88	207	130	131	64	12
75 Penetanguishene	46	42	88	52	61	27	.....
76 Petrolea	80	118	198	123	133	47	18
77 Plantagenet	25	50	75	46	60	15	.....
78 Port Dover	24	27	51	32	43	8	.....
79 Port Elgin	46	59	105	70	65	34	6
80 Port Hope	107	131	238	156	152	73	13
81 Port Perry	63	58	121	73	85	24	12
82 Port Rowan	22	25	47	30	29	18	.....
83 Prescott	60	89	149	97	102	34	13
84 Richmond Hill	67	63	130	80	95	35	.....
85 Rockland	28	22	50	31	32	18	.....
86 Sault Ste. Marie	148	155	303	206	218	70	1
87 Shelburne	42	74	116	80	80	36	.....
88 Simcoe	101	128	229	145	130	87	12
89 Smithville	36	53	89	52	59	30	.....
90 Stirling	52	78	130	94	86	38	6
91 Streetsville	33	34	67	44	40	27	.....
92 Sudbury	83	77	160	94	113	38	9
93 Sydenham	67	80	147	95	93	51	3
94 Thorold	44	43	87	54	66	21	.....
95 Tillsonburg	66	92	158	102	81	68	9
96 Toronto, Commerce and Finance	239	344	583	375	260	167	156
97 Toronto, North	91	108	199	112	104	75	20
98 Trenton	84	92	176	113	115	56	5
99 Uxbridge	84	95	179	118	107	42	30
100 Vienna	23	24	47	30	31	16	.....
101 Walkerton	67	73	140	96	94	35	11
102 Wardsville	23	38	61	41	33	28	.....
103 Waterdown	37	45	82	50	65	17	.....
104 Waterford	34	43	77	49	51	26	.....
105 Watford	66	89	155	107	98	44	13
106 Welland	126	144	270	167	188	63	19
107 Weston	69	87	156	92	84	61	11
108 Whitby	52	74	126	70	83	28	15
109 Wiarton	40	60	100	65	72	24	4
110 Williamstown	52	76	128	92	67	53	8
111 Winchester	70	81	151	93	108	34	9
112 Wingham	96	123	219	162	113	68	38
1 Totals, High Schools	7,154	9,091	16,245	10,493	10,366	4,723	1,156
2 Totals, Collegiate Institutes	10,551	11,630	22,181	14,332	14,159	6,204	1,818
3 Grand Totals, 1915	17,705	20,721	38,426	24,825	24,525	10,927	2,974
4 Grand Totals, 1914	17,001	19,465	36,466	23,360	22,849	10,541	3,076
5 Increases	704	1,256	1,960	1,465	1,676	386	.....
6 Decreases	.....	.....	.....	.....	.....	.....	102
7 Percentages	46.07	53.92	.....	64.60	63.82	28.43	7.74

AND HIGH SCHOOLS—Continued
AND IN THE VARIOUS SUBJECTS, ETC.—Continued

Number of Pupils from—				Number of Pupils from Families whose Head is occupied as below—							
	Municipalities forming High School District	Municipalities within the County or Territorial District	Other Counties or Districts	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation
65	75	40	3	21	46	4	1	30		11	.....
66	46	41	20	9	60	4	.....	7	11	10	6
67	71	66	.....	19	52	4	1	26	8	9	18
68	32	13	4	.....	24	5	1	7	.....	11	1
69	115	73	35	14	119	14	1	31	7	34	3
70	162	50	10	45	51	7	4	83	9	19	4
71	96	34	8	17	45	10	2	32	6	22	4
72	60	73	14	16	78	6	5	16	12	7	7
73	119	18	.....	10	8	8	3	25	40	35	8
74	165	38	4	47	44	16	1	51	16	22	10
75	74	12	2	14	14	9	1	22	10	17	1
76	110	86	2	48	40	5	.....	30	19	23	33
77	53	19	3	6	48	2	.....	6	6	4	3
78	33	15	3	10	16	1	3	3	10	8	.....
79	60	43	2	14	40	2	.....	4	12	3	30
80	135	103	.....	36	80	11	4	36	51	13	7
81	39	61	21	21	65	5	1	19	5	2	3
82	18	29	.....	6	23	.....	.....	6	4	5	3
83	124	23	2	38	24	8	1	33	12	16	17
84	30	98	2	5	102	3	.....	8	10	2	.....
85	28	22	.....	12	15	4	.....	7	9	2	1
86	247	38	18	65	23	16	4	39	81	63	12
87	35	81	.....	12	74	3	1	5	5	16	.....
88	94	127	8	48	106	11	1	43	12	4	4
89	29	44	16	4	49	9	2	6	4	11	4
90	38	92	.....	17	85	12	2	2	6	4	2
91	23	28	16	13	41	4	1	4	.....	2	2
92	120	38	2	26	2	7	.....	36	14	71	4
93	146	.....	1	9	90	12	.....	19	7	7	3
94	64	19	4	17	18	1	1	41	4	5	.....
95	80	44	34	33	84	7	5	15	3	9	2
96	568	12	3	240	18	30	10	150	18	60	57
97	163	36	.....	70	33	11	6	48	2	9	20
98	114	27	35	36	51	10	.....	35	30	10	4
99	74	100	5	34	96	9	4	15	9	6	6
100	43	.....	4	.....	35	2	.....	2	1	7	.....
101	76	59	5	32	52	4	2	26	14	5	5
102	21	24	16	6	36	5	.....	4	3	4	3
103	81	.....	1	12	27	5	1	10	7	10	10
104	28	49	.....	6	51	5	1	7	.....	6	1
105	57	84	14	30	83	12	.....	10	20	.....	.....
106	120	148	2	73	78	19	3	73	13	4	7
107	84	60	12	19	50	9	4	22	7	25	20
108	80	45	1	20	35	11	4	26	17	12	1
109	57	27	16	15	29	2	.....	6	16	24	8
110	123	2	3	12	74	11	.....	16	7	3	5
111	117	31	3	21	86	7	.....	8	8	14	7
112	92	106	21	46	04	14	2	26	8	16	3
1	9,374	5,850	1,021	2,722	6,676	840	201	2,455	1,229	1,4 40	682
2	16,565	4,740	876	5,680	4,422	1,270	467	4,761	1,719	2,6 99	1,163
3	25,939	10,590	1,897	8,402	11,098	2,110	668	7,216	2,948	,39	1,845
4	24,925	9,744	1,797	7,761	10,326	2,099	601	7,276	2,656	, 17	1,830
5	1,014	846	100	641	772	11	67	.....	292	222	15
6	.....	.....	.....	.....	.....	.....	.....	60	.....	.....	.....
7	67.50	27.56	4.93	21.86	28.88	5.49	1.74	18.78	7.67	10.77	4.80

COLLEGIATE INSTITUTES

II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

High Schools—Continued	Number of Pupils in the						
	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Mediæval History
65 Niagara Falls South	91	118	118	117	117	26	1
66 Norwood	80	107	107	107	107	27	.....
67 Oakville	98	137	137	137	87	39	.....
68 Omemee	31	48	48	49	49	18	.....
69 Orangeville	121	210	210	200	135	84	8
70 Oshawa	165	207	207	179	107	44	4
71 Paris	92	138	138	50	76	26	12
72 Parkhill	110	147	147	110	76	30	7
73 Parry Sound	105	137	137	105	137	29	3
74 Pembroke	143	204	204	188	133	68	7
75 Penetanguishene	61	88	88	88	88	27	.....
76 Petrolea	133	192	192	180	127	52	9
77 Plantagenet	60	75	75	75	75	15	.....
78 Port Dover	46	51	51	51	28	8	.....
79 Port Elgin	75	105	105	102	77	40	6
80 Port Hope	181	231	231	225	160	73	8
81 Port Perry	94	110	110	109	61	25	6
82 Port Rowan	37	47	47	46	32	18	.....
83 Prescott	122	146	146	145	59	35	10
84 Richmond Hill	95	130	130	129	129	35	.....
85 Rockland	32	50	50	50	50	18	.....
86 Sault Ste. Marie	218	293	293	288	173	70	7
87 Shelburne	80	116	116	116	86	36	.....
88 Simcoe	160	224	224	180	224	100	9
89 Smithville	59	89	89	55	64	30	.....
90 Stirling	102	130	130	130	130	38	6
91 Streetsville	51	67	67	45	51	27	.....
92 Sudbury	95	158	158	141	73	38	3
93 Sydenham	121	146	146	145	96	52	2
94 Thorold	77	87	87	87	87	16	.....
95 Tillsonburg	116	156	156	155	155	74	7
96 Toronto, Commerce & Finance	382	583	583	582	23	132	132
97 Toronto, North	104	189	189	179	118	75	12
98 Trenton	136	176	176	171	171	56	5
99 Uxbridge	143	171	171	161	161	51	19
100 Vienna	40	47	47	34	34	16	.....
101 Walkerton	94	135	135	130	130	35	8
102 Wardsville	45	58	59	60	47	26	.....
103 Waterdown	65	82	82	82	50	17	.....
104 Waterford	51	77	77	77	56	26	.....
105 Watford	98	147	147	142	100	44	5
106 Welland	221	265	265	260	266	70	17
107 Weston	84	148	148	145	145	84	3
108 Whitby	83	122	122	76	63	28	10
109 Wiarton	72	98	98	72	54	24	2
110 Williamstown	108	120	121	120	120	30	6
111 Winchester	108	146	146	144	151	34	4
112 Wingham	141	207	207	186	137	75	27
1 Totals, High Schools	11,352	15,917	15,915	14,505	12,147	4,758	742
2 Totals, Collegiate Institutes	14,765	21,397	21,528	17,083	16,049	5,721	953
3 Grand Totals, 1915	26,117	37,314	37,443	31,588	28,196	10,479	1,695
4 Grand Totals, 1914	24,252	34,759	34,784	29,461	26,031	9,906	1,700
5 Increases	1,865	2,555	2,659	2,127	2,165	573	.....
6 Decreases	.....	.....	.....	.....	.....	.....	5
7 Percentages	67.96	97.10	97.44	82.20	73.37	27.27	4.41

AND HIGH SCHOOLS—Continued
AND IN THE VARIOUS SUBJECTS, ETC.—Continued

Various Subjects—Continued

	Modern History	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	German
65	2	98	90	98	87	87	1	71	2
66	.....	80	80	80	107	65	.....	92	.....
67	.....	98	98	98	134	83	.....	93	4
68	.....	31	31	31	48	32	.....	15	.....
69	8	122	122	121	214	149	12	177	34
70	3	181	165	179	144	83	12	171	19
71	12	100	50	100	138	88	12	60	12
72	7	110	110	110	147	87	7	64	4
73	1	105	105	105	137	137	3	110	4
74	5	179	154	164	178	110	9	157	23
75	.....	61	38	61	88	50	.....	81	15
76	12	131	132	148	186	186	5	156	8
77	.....	60	60	60	75	75	.....	47	.....
78	.....	46	46	46	51	28	.....	17	1
79	.....	75	75	75	105	80	6	90	.....
80	9	161	152	161	230	151	8	129	37
81	6	94	93	97	116	71	9	104	11
82	.....	37	37	37	47	32	.....	47	.....
83	7	122	80	126	145	88	10	145	10
84	.....	129	95	95	129	74	.....	67	21
85	.....	32	17	32	50	31	.....	46	.....
86	6	218	218	218	293	181	11	108	9
87	.....	80	80	80	116	86	.....	20	29
88	9	160	160	160	200	160	9	75	20
89	.....	59	59	59	89	64	.....	47	5
90	.....	102	86	102	130	130	6	103	.....
91	.....	51	51	52	66	48	.....	56	5
92	4	105	100	135	150	101	7	79	22
93	2	121	121	121	147	97	2	110	.....
94	.....	77	77	77	80	51	.....	63	10
95	2	116	116	116	156	156	7	88	20
96	.....	382	.....	546	546	.....	.....	518	.....
97	8	100	104	104	187	187	12	187	45
98	.....	136	136	136	176	124	5	108	17
99	13	143	143	143	173	125	22	132	21
100	.....	40	40	40	47	34	.....	19	.....
101	6	94	94	94	125	92	9	19	43
102	.....	46	45	46	61	45	.....	37	.....
103	.....	65	32	65	82	50	.....	79	.....
104	.....	51	51	51	77	56	.....	66	8
105	8	98	98	98	147	112	5	77	.....
106	6	217	217	217	244	141	17	235	25
107	8	84	84	84	154	110	6	8	7
108	6	83	83	83	122	74	11	54	11
109	3	72	72	72	99	60	3	59	.....
110	7	109	87	108	124	90	7	84	9
111	6	108	108	108	146	90	4	97	2
112	15	138	137	142	208	155	27	149	25
1	492	11,307	10,505	11,636	15,494	10,920	723	10,717	992
2	809	15,297	13,450	15,053	19,965	13,229	1,339	15,745	3,614
3	1,301	26,604	23,955	26,689	35,459	24,149	2,062	26,462	4,606
4	1,221	24,377	21,963	25,344	32,687	23,203	2,285	23,797	5,396
5	80	2,227	1,992	1,345	2,772	946	.....	2,665	.....
6	.....	.....	.....	.....	.....	.....	223	.....	790
7	3.38	69.23	62.34	69.45	92.27	62.84	5.36	68.86	11.98

COLLEGIATE INSTITUTES

II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

	High Schools—Concluded	Number of Pupils in the						
		Latin	Greek	Zoology	Botany	Chemistry	Physics	Mineralogy
65	Niagara Falls South,	61	.....	73	73	33	85	2
66	Norwood	97	.....	80	80	65	107	.....
67	Oakville	93	.....	64	64	83	128	.....
68	Omemee	30	.....	.....	.....	34	49	.....
69	Orangeville	185	4	114	114	148	214	9
70	Oshawa	136	2	103	103	76	137	.....
71	Paris	90	4	79	79	61	100	.....
72	Parkhill	79	.....	115	115	83	147	4
73	Parry Sound	112	.....	106	106	60	108	1
74	Pembroke	137	1	125	128	72	162	1
75	Penetanguishene	73	.....	61	61	50	88	.....
76	Petrolea	145	.....	142	142	57	55	70
77	Plantagenet	33	.....	60	60	47	75	.....
78	Port Dover	34	.....	46	46	28	46	.....
79	Port Elgin	92	.....	75	75	80	105	.....
80	Port Hope	148	.....	89	89	138	138	3
81	Port Perry	102	.....	100	100	68	102	3
82	Port Rowan	47	.....	37	37	32	47	.....
83	Prescott	141	.....	105	10	56	134	3
84	Richmond Hill	91	.....	63	63	52	85	.....
85	Rockland	43	.....	32	32	50	50	.....
86	Sault Ste. Marie	259	.....	221	221	165	288	3
87	Shelburne	111	.....	80	80	86	116	.....
88	Simcoe	125	2	160	160	140	180	8
89	Smithville	49	.....	59	59	64	87	.....
90	Stirling	121	.....	102	102	98	130	.....
91	Streetsville	58	.....	43	43	39	52	.....
92	Sudbury	93	.....	53	53	73	120	9
93	Sydenham	116	.....	123	123	98	146	2
94	Thorold	64	.....	41	40	51	87	.....
95	Tillsonburg	102	1	113	113	156	156	.....
96	Toronto, Commerce and Finance	.....	.....	.....	.....	156	427	.....
97	Toronto, North	181	4	100	100	165	165	8
98	Trenton	150	.....	75	75	167	167	.....
99	Uxbridge	143	.....	125	125	72	173	1
100	Vienna	22	.....	40	40	34	34	.....
101	Walkerton	83	.....	82	82	78	104	5
102	Wardsville	50	.....	45	45	47	60	.....
103	Waterdown	82	.....	65	65	50	82	.....
104	Waterford	66	.....	51	51	56	77	.....
105	Watford	137	.....	106	106	115	147	8
106	Welland	177	1	172	172	129	228	3
107	Weston	10	5	94	94	75	153	4
108	Whitby	96	1	89	89	69	122	6
109	Wiarton	68	.....	75	75	41	99	3
110	Williamstown	120	.....	116	116	73	125	7
111	Winchester	85	.....	7	7	97	147	7
112	Wingham	143	6	157	157	114	181	16
1	Totals, High Schools	12,086	73	9,856	10,025	9,275	14,046	447
2	Totals, Collegiate Institutes	16,511	618	10,995	10,902	9,601	15,162	450
3	Grand Totals, 1915	28,597	691	20,851	20,927	18,876	29,208	897
4	Grand Totals, 1914	25,989	553	19,008	19,008	17,726	28,524	809
5	Increases	2,608	138	1,843	1,919	1,150	684	88
6	Decreases	.....	.....	.....	.....	.....	.....	.....
7	Percentages	74.42	1.79	54.26	54.46	49.12	76.01	2.33

AND HIGH SCHOOLS—Continued
AND IN THE VARIOUS SUBJECTS, ETC.—Concluded

	Various Subjects—Concluded						Special Courses				
	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Manual Training	Household Science	Art (Middle School)
65	78	54	31	31	65	118	31	41	.....	56	.....
66	80	80	.....	.....	80	107	.....	.....	.....	.....	.....
67	50	8	8	16	59	137	.....	60	.....	.....	.....
68	31	31	.....	.....	31	49	.....	.....	.....	.....	.....
69	110	109	.....	.....	101	221	.....	.....	.....	.....	12
70	181	74	74	74	99	222	74	.....	.....	.....	11
71	80	32	32	32	78	138	.....	.....	.....	.....	.....
72	64	110	7	10	118	147	7	.....	.....	.....	8
73	72	15	.....	.....	105	137	.....	.....	.....	.....	.....
74	116	64	38	38	77	204	37	.....	.....	.....	.....
75	38	56	15	22	61	88	6	.....	.....	.....	.....
76	148	65	.....	.....	148	197	.....	.....	.....	.....	.....
77	60	60	.....	.....	60	75	.....	.....	.....	.....	.....
78	46	24	.....	.....	46	51	.....	.....	.....	.....	.....
79	75	.....	.....	.....	81	105	.....	.....	.....	.....	.....
80	152	132	71	81	86	238	71	.....	.....	.....	21
81	93	57	.....	.....	95	108	.....	.....	.....	.....	.....
82	37	26	.....	.....	37	47	.....	.....	.....	.....	.....
83	80	25	14	18	105	149	.....	.....	.....	.....	.....
84	69	67	.....	.....	72	130	.....	.....	.....	.....	5
85	17	17	.....	.....	32	50	.....	.....	.....	.....	.....
86	218	26	32	32	231	303	.....	.....	.....	.....	.....
87	80	.....	.....	.....	86	115	.....	.....	.....	.....	.....
88	160	90	10	29	140	225	.....	.....	.....	.....	35
89	25	.....	.....	.....	59	89	.....	.....	.....	.....	.....
90	64	.....	.....	.....	102	130	.....	.....	.....	.....	.....
91	51	49	6	12	57	67	.....	.....	.....	.....	.....
92	105	26	26	26	74	160	.....	.....	.....	.....	.....
93	121	.....	.....	.....	121	147	.....	.....	.....	.....	.....
94	75	28	.....	33	69	87	.....	.....	.....	.....	.....
95	41	.....	.....	.....	120	158	.....	.....	.....	.....	13
96	583	583	583	323	65	.....	583	.....	.....	.....	23
97	100	100	.....	.....	100	199	.....	.....	.....	.....	.....
98	136	15	.....	.....	55	176	.....	.....	.....	.....	.....
99	143	.....	.....	.....	143	179	.....	.....	.....	.....	.....
100	40	31	.....	.....	40	46	.....	.....	.....	.....	.....
101	94	11	11	11	73	140	.....	.....	.....	.....	.....
102	45	.....	.....	.....	45	60	.....	.....	.....	.....	.....
103	32	32	.....	.....	65	82	.....	.....	.....	.....	.....
104	51	.....	.....	.....	51	77	.....	.....	.....	.....	.....
105	98	.....	.....	.....	98	155	.....	.....	.....	.....	1
106	176	56	50	50	180	263	.....	.....	.....	.....	12
107	65	55	.....	.....	104	154	.....	.....	.....	.....	18
108	83	37	.....	.....	82	126	.....	.....	.....	.....	10
109	84	23	.....	35	81	100	.....	.....	.....	.....	9
110	54	78	.....	.....	108	128	.....	.....	.....	[illegible]	.....
111	56	56	.....	.....	127	151	.....	71	.....	.....	19
112	137	70	.....	.....	151	216	.....	.....	.....	.....	14
1	10,180	5,369	1,358	1,289	10,149	15,581	1,010	501	33	171	306
2	10,823	5,022	2,817	2,284	10,952	21,831	2,397	377	2,666	3,108	676
3	21,003	10,391	4,175	3,573	21,101	37,412	3,407	878	2,699	3,279	982
4	19,306	8,851	3,717	3,484	19,000	34,353	3,026	615	2,677	3,316	1,024
5	1,697	1,540	458	89	,	3,059	381	263	22	.....	.....
6	.....	.....	.....	.....	.....	.....	.....	.....	.....	37	42
7	54.65	27.04	10.	9.29	54.91	97.36	8.86	2.28	7.02	8.53	2.55

COLLEGIATE INSTITUTES AND
III. TABLE M—MISCELLANEOUS

Collegiate Institutes	Brick or Stone School House	Number of Acres in Playground	Schools under Board of Education	Approved Schools—Grade I and Grade II	Value of Library	Value of Scientific Apparatus	Value of Biological Specimens
					$	$	$
1 Barrie	B	3	1	I	645	823	90
2 Kitchener (Berlin)	B	4⅜	.....	.....	1,730	1,439	201
3 Brantford	B	3½	1	II	981	1,141	111
4 Brockville	S	3	.....	I	997	1,279	103
5 Chatham	B	1½	1	II	1,119	2,327	119
6 Clinton	B	3	.....	II	961	1,116	75
7 Cobourg	B	1	.....	.....	1,771	1,462	162
8 Collingwood	B	2	1	.....	800	836	76
9 Fort William	B	1⅜	1	II	1,114	810	231
10 Galt	S	8¼	.....	.....	1,200	1,573	285
11 Goderich	B	10¼	.....	.....	1,036	792	107
12 Guelph	S	4½	1	.....	1,087	1,905	169
13 Hamilton	B & S	1½	1	I	1,843	2,437	219
14 Ingersoll	B	2	1	II	865	935	91
15 Kingston	B	2	1	.....	1,160	1,244	82
16 Lindsay	B	¾	1	II	1,795	1,522	252
17 London	B	3	1	.....	1,171	3,263	172
18 Morrisburg	B	11½	1	.....	622	1,275	98
19 Napanee	B	3	1	II	1,036	920	101
20 Niagara Falls	B	5¾	.....	I	1,072	1,137	86
21 North Bay	B	2½	.....	I	631	1,093	102
22 Orillia	B	2	.....	II	790	1,005	47
23 Ottawa	S	¾	.....	.....	2,785	1,697	470
24 Owen Sound	B	3	1	I	1,582	1,568	100
25 Perth	B	4	1	II	1,037	1,033	51
26 Peterborough	B	1½	1	.....	1,171	1,069	182
27 Picton	B	2¾	.....	I	911	1,305	100
28 Port Arthur	S	3	1	I	1,044	1,782	53
29 Renfrew	B	2½	1	II	745	720	99
30 Ridgetown	B	1⅜	.....	.....	806	1,267	98
31 St. Catharines	B	¾	.....	.....	992	1,505	190
32 St. Mary's	B	1½	.....	II	1,025	1,434	189
33 St. Thomas	B	2½	1	.....	1,284	2,045	150
34 Sarnia	B	2½	1	II	1,009	1,404	112
35 Seaforth	B	2¾	.....	II	869	785	54
36 Smith's Falls	B	4½	1	I	608	1,406	103
37 Stratford	B	10	.....	.....	1,316	1,575	500
38 Strathroy	B	9	.....	.....	1,107	907	51
39 Toronto, Harbord	B	2½	1	.....	1,347	5,437	1,308
40 Toronto, Humberside	B	6	1	I	2,033	3,106	374
41 Toronto, Jarvis	B	1¾	1	.....	2,164	4,380	656
42 Toronto, Malvern Avenue	B	3	1	II	1,245	2,417	239
43 Toronto, Oakwood	B & S	5	1	.....	2,095	3,744	1,244
44 Toronto, Parkdale	B	1½	1	.....	2,235	3,282	372
45 Toronto, Riverdale	B & S	4½	1	.....	1,517	2,525	570
46 Vankleek Hill	B	2½	.....	II	804	985	108
47 Windsor	B	2⅛	1	I	1,540	1,508	130
48 Woodstock	B	1	1	II	1,391	1,543	94
Totals	.....	.....	30	11 I, 16 II	59,088	80,763	10,576
High Schools							
1 Alexandria	B	1¾	.....	II	624	619	105
2 Alliston	B	4	.....	.....	379	634	54
3 Almonte	S	2	1	.....	618	457	30
4 Amherstburg	B	1½	.....	.....	233	343	15
5 Arnprior	B	1	1	I	640	608	101

HIGH SCHOOLS—Continued
INFORMATION

General Equipment

	Charts, Maps and Globes	Art Models	Typewriters	Gymnasium (not including equipment)	Equipment of Gymnasium or Equipment for Physical Culture	Museum	Aquarium, Herbarium, etc.	Pictures	Total value of General Equipment
	$	$	$	$	$	$	$	$	$
1	113	86	250	1,200	401	.....	.....	.....	3,608
2	173	64	1,433	1,000	613	196	5	416	7,270
3	419	108	1,117	10,000	367	.....	.....	311	14,555
4	192	117	561	2,500	413	.....	23	134	6,319
5	263	85	1,250	2,500	288	.....	.....	177	8,128
6	135	75	225	875	68	22	.....	131	3,683
7	219	98	910	3,000	396	5,000	.....	355	13,373
8	163	55	400	1,200	217	.....	.....	110	3,857
9	166	213	1,320	16,000	351	.....	.....	40	20,245
10	263	84	1,100	.....	153	662	25	1,025	6,370
11	103	77	400	2,500	264	.....	.....	183	5,462
12	274	52	750	2,800	972	100	75	625	8,809
13	407	100	250	8,000	944	125	.....	774	15,099
14	104	79	200	800	304	.....	15	164	3,557
15	233	60	720	4,500	465	35	.....	.....	8,499
16	87	98	400	4,000	508	250	.....	140	9,052
17	321	122	1,290	10,500	714	.....	.....	500	18,053
18	132	58	250	980	279	150	5	125	3,974
19	226	101	420	922	389	.....	.....	119	4,234
20	114	81	750	10,000	355	.....	.....	150	13,745
21	164	151	300	10,000	404	.....	.....	15	12,860
22	158	92	450	1,800	288	.....	.....	150	4,780
23	189	200	1,695	7,000	1,138	300	.....	325	15,799
24	139	105	325	3,000	244	100	.....	65	7,228
25	148	50	200	7,000	233	500	.....	127	10,379
26	86	97	723	.....	.....	150	50	294	3,822
27	248	102	740	5,000	271	.....	25	718	9,420
28	303	104	800	15,000	444	143	.....	231	19,904
29	95	87	300	5,000	234	.....	.....	.....	7,280
30	132	60	300	900	256	.....	6	.....	3,825
31	150	79	535	8,000	384	125	6	185	12,151
32	116	101	100	6,000	506	40	.....	40	9,551
33	74	130	1,140	1,518	470	.....	.....	465	7,276
34	119	94	500	1,300	240	.....	.....	180	4,958
35	78	82	375	600	180	.....	.....	90	3,113
36	88	85	400	7,688	58	.....	.....	84	10,520
37	171	71	850	2,000	262	500	.....	254	7,499
38	92	56	150	3,500	377	.....	.....	.....	6,240
39	212	109	.....	10,000	.....	.....	20	500	18,933
40	140	116	90	.....	578	.....	.....	415	6,852
41	167	103	115	7,000	250	677	75	347	15,934
42	183	158	.....	5,000	581	.....	.....	200	10,023
43	249	112	130	10,000	499	.....	.....	443	18,516
44	156	139	25	10,000	320	.....	.....	307	16,836
45	127	100	90	10,000	565	300	50	335	16,179
46	64	103	260	3,200	54	.....	.....	65	5,643
47	228	116	1,415	3,000	444	.....	.....	250	8,631
48	238	88	550	.....	.....	94	.....	227	4,225
	8,421	4,703	26,554	226,783	17,741	9,469	380	11,791	456,269
1	64	85	.....	.....	.....	.....	.....	.....	1,497
2	54	35	.....	.....	.....	.....	.....	.....	1,156
3	39	57	.....	.....	.....	.....	.....	25	1,226
4	77	23	150	.....	.....	.....	.....	.....	841
5	97	75	.....	.....	.....	.....	.....	166	1,687

COLLEGIATE INSTITUTES AND
III. TABLE M—MISCELLANEOUS

Collegiate Institutes	Value of Manual Training Department Equipment				Value of Household Science Department Equipment			Value of Agricultural Department Equipment	Value of Art Equipment (Middle School)
	Woodwork	Woodturning	Forging	Machine Shop Practice	Cookery, Sanitation and Hygiene	Handwork and Machine Sewing	Laundry Work		
	$	$	$	$	$	$	$	$	$
1 Barrie	.....	.....	.....	.....	.....	.....	.....	.....	....
2 Kitchener (Berlin)	914	215	647	628	1,647	.....	.....	.....	....
3 Brantford	924	239	748	325	596	118	.....	.....	....
4 Brockville	.....	.....	.....	.....	.....	.....	.....	.....	....
5 Chatham	768	.....	.....	.....	1,392	.....	.....	.....	....
6 Clinton	.....	.....	.....	.....	.....	.....	.....	85	75
7 Cobourg	.....	.....	.....	.....	.....	.....	.....	.....	....
8 Collingwood	.....	.....	.....	.....	.....	.....	.....	.....	23
9 Fort William	.....	.....	.....	.....	.....	.....	.....	.....	....
10 Galt	1,099	299	.....	.....	1,310	103	22	.....	....
11 Goderich	.....	.....	.....	.....	.....	.....	.....	.....	....
12 Guelph	.....	.....	.....	.....	.....	.....	.....	.....	....
13 Hamilton	.....	.....	.....	.....	.....	.....	.....	.....	25
14 Ingersoll	391	179	83	399	504	65	.....	.....	....
15 Kingston	.....	.....	.....	.....	.....	.....	.....	.....	....
16 Lindsay	.....	.....	.....	.....	.....	.....	.....	228	....
17 London	936	.....	.....	.....	785	300	.....	.....	....
18 Morrisburg	.....	.....	.....	.....	.....	.....	.....	200	....
19 Napanee	.....	.....	.....	.....	.....	.....	.....	1,260	....
20 Niagara Falls	.....	.....	.....	.....	.....	.....	.....	.....	....
21 North Bay	.....	.....	.....	.....	.....	.....	.....	.....	....
22 Orillia	.....	.....	.....	.....	.....	.....	.....	.....	....
23 Ottawa	.....	.....	.....	.....	.....	.....	.....	.....	....
24 Owen Sound	505	350	.....	.....	731	12	.....	.....	....
25 Perth	.....	.....	.....	.....	.....	.....	.....	.....	....
26 Peterborough	.....	.....	.....	.....	.....	.....	.....	.....	....
27 Picton	.....	.....	.....	.....	.....	.....	.....	131	....
28 Port Arthur	571	240	.....	.....	1,591	483	52	.....	....
29 Renfrew	.....	.....	.....	.....	.....	.....	.....	.....	....
30 Ridgetown	.....	.....	.....	.....	.....	.....	.....	.....	....
31 St. Catharines	.....	.....	.....	.....	.....	.....	.....	.....	54
32 St. Mary's	.....	.....	.....	.....	.....	.....	.....	.....	....
33 St. Thomas	.....	.....	.....	.....	.....	.....	.....	.....	230
34 Sarnia	.....	.....	.....	.....	.....	.....	.....	.....	....
35 Seaforth	.....	.....	.....	.....	.....	.....	.....	.....	....
36 Smith's Falls	1,359	364	.....	.....	582	.....	.....	60	....
37 Stratford	600	300	200	400	300	.....	.....	.....	....
38 Strathroy	.....	.....	.....	.....	.....	.....	.....	.....	....
39 Toronto, Harbord	.....	.....	.....	.....	.....	.....	.....	.....	....
40 Toronto, Humberside	.....	.....	.....	.....	.....	.....	.....	.....	46
41 Toronto, Jarvis	.....	.....	.....	.....	.....	.....	.....	.....	....
42 Toronto, Malvern Avenue	.....	.....	.....	.....	.....	.....	.....	.....	....
43 Toronto, Oakwood	1,968	340	.....	.....	361	8	72	.....	....
44 Toronto, Parkdale	.....	.....	.....	.....	.....	.....	.....	.....	405
45 Toronto, Riverdale	800	.....	.....	*1,589	†1,834	.....	.....	.....	5
46 Vankleek Hill	.....	.....	.....	.....	.....	.....	.....	21	....
47 Windsor	.....	.....	.....	.....	.....	.....	.....	.....	....
48 Woodstock	787	396	835	2,104	915	67	.....	.....	22
Totals	11,622	2,922	2,513	5,445	12,548	1,156	146	1,985	885
High Schools									
1 Alexandria	.....	.....	.....	.....	.....	.....	.....	.....	....
2 Alliston	.....	.....	.....	.....	.....	.....	.....	.....	....
3 Almonte	.....	.....	.....	.....	.....	.....	.....	.....	....
4 Amherstburg	188	.....	.....	.....	.....	.....	.....	.....	....
5 Arnprior	.....	.....	.....	.....	.....	.....	.....	.....	....

*Tools and machinery for all work. †Household Science Equipment.

HIGH SCHOOLS—Continued
INFORMATION—Continued

	Total value of Special Equipment as per preceding nine columns	Religious and other Exercises						Destination of Pupils							
		Schools using authorized Scripture Readings	Schools using the Bible	Schools in which Passages are Memorized	Schools opened with Prayer	Schools closed with Prayer	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Other occupations	Other High Schools or Collegiates	Without occupation
1	.....	.....	....	.....	1	.....	....	9	8	8	7	6	17	.....	8
2	4,051	1	1	.....	1	.....	1	22	6	9	11	22	.....	.....	24
3	2,950	.....	1	.....	1	1	1	51	6	1	14	19	37	2	6
4	.....	.....	....	.....	1	.....	1	11	5	6	20	10	12	3	11
5	2,160	1	1	.....	1	.....	1	44	10	10	17	7	6	9	11
6	160	1	1	.....	1	.....	1	3	14	....	14	2	19	8	....
7	.....	1	1	.....	1	.....	....	6	9	3	7	1	16	1	....
8	23	.....	....	.....	1	.....	1	9	2	3	11	17	23	4	5
9	.....	.....	1	.....	1	.....	1	22	2	1	10	5	3	7	....
10	2,833	.....	1	.....	1	.....	1	54	11	1	15	6	19	11	21
11	.....	1	....	.....	1	.....	1	12	6	1	21	.....	8	13	10
12	.....	.....	....	.....	1	.....	1	24	11	1	23	2	40	13	19
13	25	1	1	.....	1	.....	1	30	7	25	38	70	64	8	63
14	1,621	1	....	.....	1	.....	1	16	18	1	4	7	7	5	9
15	.....	.....	1	.....	1	.....	....	53	17	15	15	8	25	13	10
16	228	.....	....	.....	1	.....	1	24	17	1	30	3	9	6	18
17	2,021	1	....	.....	1	.....	1	86	11	21	29	28	45	22	64
18	200	.....	1	.....	1	.....	....	1	1	4	8	.....	3	2	2
19	1,260	1	1	.....	1	.....	1	9	11	1	14	5	11	4	13
20	.....	.....	1	.....	....	.....	1	4	1	5	3	10	22	10	12
21	.....	.....	....	.....	1	.....	....	4	....	3	10	12	28	2	2
22	.....	.....	1	.....	1	.....	....	19	3	2	18	8	22	5	12
23	.....	1	....	.....	1	.....	1	95	10	14	19	27	104	10	56
24	1,598	.....	....	.....	1	.....	1	33	23	11	40	5	28	7	15
25	.....	1	....	.....	1	.....	1	9	5	2	12	.....	8	.....	5
26	.....	.....	....	.....	1	.....	1	24	7	7	17	22	25	28	17
27	131	.....	....	.....	1	.....	1	8	26	3	11	1	15	7	1
28	2,937	1	....	.....	1	.....	1	27	1	1	1	.....	10	6	7
29	.....	1	....	.....	1	.....	1	10	18	3	52	.....	6	2	3
30	.....	1	1	.....	1	.....	1	6	2	2	5	.....	3	9	7
31	54	.....	1	.....	1	.....	1	34	10	2	6	4	29	23	27
32	.....	1	1	.....	1	.....	1	6	9	....	14	4	6	4	10
33	230	.....	1	.....	1	.....	1	62	10	12	22	10	7	10	1
34	.....	.....	1	.....	1	.....	1	25	3	6	9	17	14	12	10
35	.....	1	....	.....	1	.....	....	.....	....	2	10	1	4	1	2
36	2,365	.....	....	.....	1	.....	....	13	5	7	15	3	10	4	10
37	1,800	.....	....	.....	1	.....	1	30	8	20	25	15	30	5	....
38	.....	1	1	.....	1	.....	1	7	5	....	.....	.....	15	.....	14
39	.....	1	1	.....	1	.....	1	80	....	20	25	.....	21	40	70
40	46	1	1	.....	1	.....	1	20	2	25	42	3	42	15	14
41	.....	1	....	.....	1	.....	1	15	2	....	9	.....	151	15	....
42	.....	1	1	.....	1	.....	1	14	13	9	7	8	15	8	11
43	2,749	1	1	.....	1	.....	1	18	....	24	17	2	21	9	15
44	405	.....	1	.....	1	.....	1	47	4	13	18	14	59	39	16
45	4,228	1	1	.....	1	1	1	40	3	12	11	8	15	34	28
46	21	.....	....	.....	1	.....	1	5	7	1	6	5	3	2	....
47	.....	.....	....	.....	1	.....	1	56	5	12	7	4	29	5	15
48	5,126	.....	....	.....	1	.....	1	27	11	3	24	4	11	10	19
	39,222	23	25	.....	47	2	40	1,224	365	333	763	405	1,117	453	693
1	.....	.....	....	.....	1	.....	....	.....	7	1	5	2	17	3	2
2	.....	1	....	.....	1	.....	....	7	5	3	9	1	5	6	9
3	.....	.....	....	.....	1	.....	....	6	....	2	3	2	9	4	.. .
4	188	1	1	.....	1	.....	1	2	1	....	1	2			
5	.....	.....	....	.....	1	.....	1	10	3	1	10	2	6	8	

COLLEGIATE INSTITUTES AND
III. TABLE M—MISCELLANEOUS

High Schools	Brick or Stone School House	Number of Acres in Playground	Schools under Board of Education	Approved Schools—Grade I and Grade II	Value of General Library	Scientific Apparatus	Biological Specimens	Charts, Maps and Globes
					$	$	$	$
6 Arthur	B	7	....	.....	475	781	27	69
7 Athens	S	2	....	.....	653	784	35	64
8 Aurora	B	1	....	II	460	583	92	109
9 Avonmore	B	2	....	.....	211	159	.....	70
10 Aylmer	B	4½	....	II	1,090	943	220	268
11 Beamsville	B & F	....	1	.....	399	493	12	81
12 Belleville	B	2¼	1	II	879	1,528	129	80
13 Bowmanville	B	3½	....	II	672	642	130	52
14 Bradford	B	5	....	II	329	422	52	76
15 Brampton	B	5	....	.....	561	795	75	65
16 Brighton	B	⅛	1	.....	412	720	84	182
17 Caledonia	B	1	1	.....	523	809	77	96
18 Campbellford	B	¾	1	.....	702	820	93	82
19 Carleton Placé	S	1	1	.....	916	602	68	67
20 Cayuga	B	1½	1	II	349	425	53	51
21 Chatsworth	B	1½	....	.....	307	305	47	51
22 Chesley	B	4	....	II	448	531	62	175
23 Chesterville	B	3	....	.....	378	463	9	72
24 Colborne	B	¾	1	II	546	625	54	60
25 Cornwall	B	2	....	II	772	810	105	149
26 Deseronto	B	5½	....	II	513	560	49	87
27 Dundalk	B	2	....	.....	222	244	21	64
28 Dundas	B	....	1	.....	767	992	61	85
29 Dunnville	B & S	4¼	1	I	569	826	111	70
30 Durham	B	⅝	....	.....	404	425	50	78
31 Dutton	B	1	....	.....	377	611	78	52
32 Elora	S	½	1	.....	302	379	1,005	50
33 Essex	B	3¼	....	II	451	758	91	73
34 Fergus	S	⅝	1	.....	626	530	75	66
35 Flesherton	B	2	....	II	321	342	52	54
36 Forest	B	2	....	II	502	512	49	95
37 Gananoque	B	1	1	II	754	682	102	88
38 Georgetown	B	4½	....	II	442	539	148	106
39 Glencoe	B	2½	....	II	564	629	68	61
40 Gravenhurst	B	5	....	II	381	393	37	64
41 Grimsby	B	4	1	II	325	340	48	98
42 Hagersville	B	3½	....	II	521	630	51	82
43 Haileybury	B	5	....	II	751	2,147	90	77
44 Harriston	B	4	1	II	456	472	99	61
45 Hawkesbury	B	2	1	.....	508	333	52	53
46 Iroquois	B	¾	....	.....	774	1,238	57	138
47 Kemptville	B	2	1	.....	459	691	33	68
48 Kenora	B	3	1	II	420	647	35	70
49 Kincardine	B	4	1	II	673	839	71	82
50 Leamington	B	1½	....	II	450	726	79	120
51 Listowel	B	2	....	.....	455	491	98	81
52 Lucan	B	3½	....	II	459	586	102	53
53 Madoc	B	1	....	II	467	876	105	68
54 Markdale	B	....	....	.....	301	311	24	48
55 Markham	B	2¼	....	II	477	674	102	99
56 Meaford	B	4½	....	I	723	1,281	120	110
57 Midland	B	6½	....	I	565	758	107	68
58 Mitchell	B	¾	....	II	453	648	60	170
59 Morewood	B	3	....	.....	368	368	53	72
60 Mount Forest	B	2½	1	II	537	631	102	74
61 Newburgh	S	1½	1	.....	571	437	10	75
62 Newcastle	B	2	1	.....	389	334	43	52
63 Newmarket	B	2	....	II	483	644	89	182
64 Niagara	B	½	....	.....	278	212	12	72

HIGH SCHOOLS—Continued
INFORMATION—Continued

	Equipment								Value of Manual Training Department Equipment			
	Art Models	Typewriters	Gymnasium (not including equipment)	Equipment of Gymnasium or Equipment for Physical Culture	Museum	Aquarium, Herbarium, etc.	Pictures	Total value of General Equipment	Woodwork	Woodturning	Forging	Machine Shop Practice
	$	$	$	$	$	$	$	$	$			
6	49	.....	.....	50	15	....	.....	1,466	.....	.....	.....	.....
7	80	.....	.....	36	.....	....	100	1,752	.....	.....	.....	.....
8	76	.....	.....	.....	.....	....	100	1,420	.....	.....	.....	.....
9	35	.....	.....	.....	.....	....	6	481	.....	.....	.....	.....
10	85	140	680	105	179	....	125	3,835	.....	.....	.....	.....
11	36	.....	.....	12	.....	....	.....	1,033	.....	.....	.....	.....
12	76	540	.....	.....	.....	....	174	3,406	.....	.....	.....	.....
13	103	50	.....	47	85	....	309	2,090	.....	.....	.....	.....
14	56	20	.....	47	.....	....	25	1,027	.....	.....	.....	.....
15	76	.....	.....	22	25	....	60	1,679	.....	.....	.....	.....
16	55	.....	.....	.....	.....	....	.....	1,453	.....	.....	.....	.....
17	62	.....	.....	.....	.....	....	.....	1,567	.....	.....	.....	.....
18	84	.....	.....	.....	.....	....	150	1,931	.....	.....	.....	.....
19	68	.....	.....	.....	.....	....	35	1,756	.....	.....	.....	.....
20	73	.....	.....	.....	.....	....	80	1,031	.....	.....	.....	.....
21	51	.....	.....	.....	.....	....	13	774	.....	.....	.....	.....
22	72	.....	.....	.....	.....	....	50	1,338	.....	.....	.....	.....
23	40	.....	.....	.....	.....	....	.....	962	.....	.....	.....	.....
24	55	.....	.....	28	.....	....	5	1,373	.....	.....	.....	.....
25	84	1,070	.....	.....	.....	20	85	3,095	.....	.....	.....	.....
26	51	50	.....	158	.....	....	50	1,518	.....	.....	.....	.....
27	36	.....	.....	10	.....	....	.....	597	.....	.....	.....	.....
28	76	375	.....	48	.....	3	160	2,567	.....	.....	.....	.....
29	60	210	.....	7	.....	....	250	2,103	.....	.....	.....	.....
30	54	.....	.....	.....	.....	....	.....	1,011	.....	.....	.....	.....
31	77	.....	.....	.....	.....	....	44	1,239	.....	.....	.....	.....
32	49	205	.....	2	.....	....	.....	1,992	.....	.....	.....	.....
33	50	.....	.....	53	50	....	100	1,626	.....	.....	.....	.....
34	75	.....	.....	27	.....	....	35	1,434	.....	.....	.....	.....
35	52	.....	.....	27	.....	....	15	863	.....	.....	.....	.....
36	52	50	.....	38	49	....	25	1,372	.....	.....	.....	.....
37	77	366	.....	22	.....	....	448	2,539	.....	.....	.....	.....
38	71	65	.....	30	50	4	58	1,513	.....	.....	.....	.....
39	51	.....	.....	31	.....	....	20	1,424	.....	.....	.....	.....
40	50	120	.....	10	.....	500	25	1,580	.....	.....	.....	.....
41	65	.....	.....	55	.....	....	65	996	.....	.....	.....	.....
42	52	.....	.....	.....	.....	....	35	1,371	.....	.....	.....	.....
43	87	80	.....	38	.....	....	317	3,587	.....	.....	.....	.....
44	84	.....	.....	.....	.....	....	.....	1,172	.....	.....	.....	.....
45	63	.....	.....	5	.....	....	41	1,055	.....	.....	.....	.....
46	68	100	.....	.....	.....	....	.....	2,375	.....	.....	.....	.....
47	64	.....	.....	.....	.....	....	80	1,395	.....	.....	.....	.....
48	50	.....	2,500	.....	.....	....	.....	3,722	.....	.....	.....	.....
49	87	375	800	80	.....	....	180	3,187	.....	.....	.....	.....
50	57	.....	.....	47	.....	....	75	1,554	.....	.....	.....	.....
51	81	.....	.....	47	.....	....	30	1,283	.....	.....	.....	.....
52	79	90	.....	21	.....	5	25	1,420	.....	.....	.....	.....
53	76	.....	.....	30	.....	....	60	1,682	.....	.....	.....	.....
54	30	.....	.....	.....	.....	....	.....	714	.....	.....	.....	.....
55	50	.....	.....	.....	.....	....	60	1,462	.....	.....	.....	.....
56	77	6	1,404	324	22	....	435	4,502	.....	.....	.....	.....
57	85	95	.....	39	50	4	150	1,921	.....	.....	.....	.....
58	55	.....	550	187	.....	....	39	2,162	.....	.....	.....	.....
59	50	.....	.....	.....	.....	....	37	948	.....	.....	.....	.....
60	131	.....	.....	10	.....	....	.....	1,485	.....	.....	.....	.....
61	55	.....	.....	.....	.....	....	50	1,198	.....	.....	.....	.....
62	49	.....	.....	.....	.....	....	30	897	.....	.....	.....	.....
63	89	260	.....	114	.....	....	26	1,887	.....	.....	.....	.....
64	10	90	14	237	.....	....	.....	925	.....	.....	.....	.....

COLLEGIATE INSTITUTES AND
III TABLE M—MISCELLANEOUS

High Schools	Value of Household Science Department Equipment			Value of Agricultural Department Equipment	Value of Art Equipment (Middle School)	Total value of Special Equipment as per preceding nine columns
	Cookery, Sanitation and Hygiene	Handwork and Machine Sewing	Laundry Work			
	$	$	$	$	$	$
6 Arthur	.....	.....	.....	126	.....	126
7 Athens	.....	.....	.....	600	.....	600
8 Aurora	.....	.....	.....	.....	.....	.....
9 Avonmore	.....	.....	.....	.....	.....	.....
10 Aylmer	.....	.....	.....	.....	.....	.....
11 Beamsville	.....	.....	.....	.....	.....	.....
12 Belleville	857	78	50	.....	.....	985
13 Bowmanville	.....	.....	.....	309	.....	309
14 Bradford	.....	.....	.....	.....	.....	.....
15 Brampton	.....	.....	.....	.....	.....	.....
16 Brighton	.....	.....	.....	.....	.....	.....
17 Caledonia	.....	.....	.....	.....	.....	.....
18 Campbellford	.....	.....	.....	.....	.....	.....
19 Carleton Place	.....	.....	.....	.....	.....	.....
20 Cayuga	.....	.....	.....	.....	.....	.....
21 Chatsworth	.....	.....	.....	.....	.....	.....
22 Chesley	.....	.....	.....	.....	.....	.....
23 Chesterville	.....	.....	.....	.....	.....	.....
24 Colborne	.....	.....	.....	.....	.....	.....
25 Cornwall	.....	.....	.....	.....	.....	.....
26 Deseronto	.....	.....	.....	.....	.....	.....
27 Dundalk	.....	.....	.....	.....	.....	.....
28 Dundas	.....	.....	.....	.....	.....	.....
29 Dunnville	.....	.....	.....	.....	.....	.....
30 Durham	.....	.....	.....	.....	.....	.....
31 Dutton	.....	.....	.....	.....	.....	.....
32 Elora	.....	.....	.....	.....	.....	.....
33 Essex	.....	.....	.....	246	.....	246
34 Fergus	.....	.....	.....	.....	.....	.....
35 Flesherton	.....	.....	.....	.....	.....	.....
36 Forest	.....	.....	.....	.....	.....	.....
37 Gananoque	.....	.....	.....	.....	.....	.....
38 Georgetown	.....	.....	.....	.....	.....	.....
39 Glencoe	.....	.....	.....	.....	.....	.....
40 Gravenhurst	.....	.....	.....	.....	.....	.....
41 Grimsby	.....	.....	.....	.....	.....	.....
42 Hagersville	.....	.....	.....	57	.....	57
43 Haileybury	.....	.....	.....	.....	.....	.....
44 Harriston	.....	.....	.....	.....	.....	.....
45 Hawkesbury	.....	.....	.....	.....	.....	.....
46 Iroquois	.....	.....	.....	.....	.....	.....
47 Kemptville	.....	.....	.....	.....	.....	.....
48 Kenora	.....	.....	.....	.....	.....	.....
49 Kincardine	.....	.....	.....	.....	.....	.....
50 Leamington	.....	.....	.....	.....	.....	.....
51 Listowel	.....	.....	.....	.....	.....	.....
52 Lucan	.....	.....	.....	.....	.....	.....
53 Madoc	.....	.....	.....	.....	.....	.....
54 Markdale	.....	.....	.....	1,200	.....	1,200
55 Markham	.....	.....	.....	.....	.....	.....
56 Meaford	.....	.....	.....	.....	.....	.....
57 Midland	.....	.....	.....	.....	.....	.....
58 Mitchell	.....	.....	.....	.....	.....	.....
59 Morewood	.....	.....	.....	.....	.....	.....
60 Mount Forest	.....	.....	.....	.....	.....	.....
61 Newburgh	.....	.....	.....	.....	.....	.....
62 Newcastle	.....	.....	.....	.....	.....	.....
63 Newmarket	.....	.....	.....	805	.....	805
64 Niagara	.....	.....	.....	.....	.....	.....

HIGH SCHOOLS—Continued
INFORMATION—Continued

	Religious and other Exercises						Destination of Pupils							
	Schools using authorized Scripture Readings	Schools using the Bible	Schools in which Passages are Memorized	Schools opened with Prayer	Schools closed with Prayer	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Other occupations	Other High Schools or Collegiates	Without occupation
6	.....	.....	.....	1	.....	1	3	10	3	4	1	1	6	....
7	1	.....	.....	1	.....	1	2	12	1	13	5	2	3	12
8	.....	1	.....	1	.....	.....	2	3	....	2	2	12	2	1
9	.....	.....	.....	1	.....	.....	.....	.....	....	3	.....	.....	1	10
10	.....	1	.....	1	.....	.....	9	19	1	10	6	3	1	1
11	.....	1	.....	1	.....	1	4	5	1	....	.....	6	10	1
12	1	1	.....	1	.....	1	10	3	....	6	4	31	8	1
13	.....	1	.....	1	.....	1	3	4	3	8	4	3	.....	4
14	.....	1	.....	1	.....	1	3	10	1	6	.....	5	5	4
15	.....	.....	.....	1	.....	1	3	9	3	12	5	.....	2	11
16	.....	1	.....	1	.....	.....	3	5	....	4	2	3	7	....
17	1	1	.....	1	.....	1	.....	20	....	8	.....	1	2	....
18	1	.....	.....	1	.....	1	4	14	....	7	4	6	7	8
19	.....	.....	.....	1	.....	1	2	10	....	12	3	10	3	8
20	.....	.....	.....	1	.....	1	1	6	1	4	.....	5	.....	2
21	1	1	.....	1	.....	.....	1	3	....	....	.....	.....	1	3
22	.....	1	.....	1	.....	.....	3	4	2	11	2	6	2	2
23	.....	.....	.....	1	.....	1	3	5	....	6	1	5	4	10
24	1	.....	.....	1	.....	.....	.....	3	....	3	1	9	.....	....
25	1	.....	.....	1	.....	1	10	5	8	12	7	18	4	11
26	.....	.....	.....	1	.....	.....	7	5	....	....	6	7	3	....
27	.....	1	.....	1	1	1	.....	14	....	8	.....	5	2	....
28	.....	.....	.....	1	.....	1	6	3	....	2	2	6	9	6
29	1	1	.....	1	.....	1	7	10	3	3	7	2	2	2
30	.....	1	.....	1	.....	1	3	5	....	12	3	5	3	3
31	.....	1	.....	1	.....	.....	4	4	1	7	1	6	1	....
32	.....	1	.....	1	.....	1	5	5	2	....	3	7	8	1
33	1	.....	.....	1	.....	1	10	5	3	8	1	9	5	....
34	.....	.....	.....	1	.....	1	11	1	4	9	4	8	.....	....
35	1	.....	.....	1	.....	1	2	1	1	12	1	.....	2	....
36	.....	.....	.....	1	.....	.....	4	5	2	10	1	5	3	3
37	1	.....	.....	1	.....	.....	10	5	4	4	3	13	4	....
38	1	1	.....	1	.....	1	3	3	....	5	.....	1	8	11
39	.....	1	.....	1	.....	.....	.....	11	....	13	1	6	2	1
40	.....	1	.....	1	.....	.....	2	1	....	1	.....	4	1	1
41	.....	1	.....	1	.....	1	7	6	2	5	1	10	11	4
42	.....	.....	.....	1	.....	1	.....	17	1	6	3	3	5	2
43	.....	.....	.....	1	.....	1	11	.....	1	2	7	16	10	....
44	.....	.....	.....	1	.....	.....	1	4	....	6	1	4	1	1
45	.....	1	.....	1	.....	1	3	3	....	2	3	6	3	1
46	.....	.....	.....	1	.....	1	3	6	4	7	.....	3	4	3
47	1	1	.....	1	.....	.....	7	8	1	13	1	14	11	7
48	1	1	.....	1	.....	.....	12	1	1	3	2	13	5	6
49	1	1	.....	1	.....	1	3	15	1	8	2	9	4	4
50	.....	.....	.....	1	.....	.....	9	8	....	4	2	19	4	....
51	.....	.....	.....	1	.....	.....	5	9	2	8	1	10	4	3
52	.....	1	.....	1	.....	.....	3	3	2	6	.....	2	5	....
53	.....	1	.....	1	.....	.....	6	4	4	24	.....	9	5	3
54	.....	1	.....	1	.....	.....	2	10	1	5	2	2	8	....
55	.....	.....	.....	1	.....	1	8	4	4	7	1	5	6	10
56	.....	.....	.....	1	.....	.....	9	7	2	12	3	9	3	2
57	.....	.....	.....	1	.....	1	3	.....	3	8	5	18	1	6
58	1	.....	.....	1	.....	1	1	6	....	5	1	5	3	2
59	1	1	.....	1	.....	.....	1	8	....	5	1	3	1	....
60	1	.....	.....	1	.....	1	8	3	2	13	4	4	6	4
61	1	.....	.....	1	.....	1	1	9	1	8	.....	3	2	....
62	1	1	.....	1	.....	.....	4	.....	....	1	.....	1	4	2
63	.....	1	.....	1	.....	1	10	14	3	12	15	8	3	3
64	1	1	.....	1	.....	.....	2	.....	....	1	.....	2	5	6

COLLEGIATE INSTITUTES AND
III. TABLE M—MISCELLANEOUS

	High Schools	Brick or Stone School House	Number of Acres in Playground	Schools under Board of Education	Approved Schools—Grade I and Grade II	Value of General Library	Scientific Apparatus	Biological Specimens	Charts, Maps and Globes
						$	$	$	$
65	Niagara Falls South	B	2	.....	I	464	511	108	102
66	Norwood	B	8	1	II	416	558	63	81
67	Oakville	B	4	1	II	533	615	65	223
68	Omemee	B	1¼	1	.....	341	337	50	58
69	Orangeville	B	4	.....	.....	739	1,164	84	141
70	Oshawa	B	3	1	I	762	1,260	138	194
71	Paris	B	4	1	II	582	743	86	118
72	Parkhill	B	5	1	.....	524	804	38	45
73	Parry Sound	B	1⅔	.....	II	439	529	10	91
74	Pembroke	B	⅔	1	II	590	948	116	112
75	Penetanguishene	B	10	.....	I	421	793	157	72
76	Petrolea	B	2	.....	.....	550	762	39	51
77	Plantagenet	B	2	.....	.....	216	257	7	21
78	Port Dover	B	2	1	.....	474	419	16	99
79	Port Elgin	B	⅔	.....	.....	307	453	42	108
80	Port Hope	B	1½	.....	II	944	1,012	75	56
81	Port Perry	B	3	1	.....	452	756	29	58
82	Port Rowan	B	2¼	1	.....	399	433	27	61
83	Prescott	B	1⅛	1	II	433	664	101	109
84	Richmond Hill	B	1	1	.....	444	546	84	203
85	Rockland	B	1½	.....	II	393	386	66	77
86	Sault Ste. Marie	B	6	.....	II	701	856	90	72
87	Shelburne	B	1½	1	.....	387	525	26	109
88	Simcoe	B	6	1	II	649	870	141	171
89	Smithville	B	2½	.....	.....	359	521	20	53
90	Stirling	B	2	1	II	455	495	36	68
91	Streetsville	B	⅛	.....	II	329	388	50	69
92	Sudbury	B	5	.....	II	589	1,625	103	69
93	Sydenham	S	2½	.....	II	474	666	110	82
94	Thorold	B	2¼	.....	.....	320	616	32	125
95	Tillsonburg	B	2½	.....	II	471	844	85	230
96	Toronto, Commerce & Finance	B	⅛	1	.....	1,559	2,024	.....	63
97	Toronto, North	B	4	1	.....	372	765	188	58
98	Trenton	B	1¾	1	.....	626	627	91	191
99	Uxbridge	B	¾	1	.....	488	480	77	110
100	Vienna	B	6½	1	.....	506	337	.....	95
101	Walkerton	B	1¼	.....	II	462	618	103	73
102	Wardsville	B	1½	1	.....	301	328	44	63
103	Waterdown	S	3	.....	.....	262	350	26	52
104	Waterford	B	3	.....	.....	524	626	44	73
105	Watford	B	2	1	II	402	910	52	165
106	Welland	B	3	.....	.....	388	971	60	65
107	Weston	B	4	.....	II	474	890	95	252
108	Whitby	B	1	1	.....	638	949	49	100
109	Wiarton	S	2	.....	.....	522	444	35	63
110	Williamstown	B	3	.....	II	462	599	102	73
111	Winchester	B	2¼	.....	.....	449	480	33	65
112	Wingham	B	3	.....	II	500	773	101	176
1	Totals, High Schools	.....	....	47	7 I, 51 II	56,726	74,164	8,562	10,281
2	Totals, Collegiate Institutes	.....	....	30	11 I, 16 II	59,088	80,763	10,576	8,421
3	Grand Totals, 1915	.....	....	77	18 I, 67 II	115,814	154,927	19,138	18,702
4	Grand Totals, 1914	.....	....	79	15 I, 65 II	115,760	162,229	17,496	18,906
5	Increases	.....	....	.....	3 I, 2 II	54	.....	1,642	.....
6	Decreases	.....	....	2	.....	.....	7,302	.....	204
7	Percentages	.....	....	48.12	*	17.48	23.39	2.89	2.82

*11.25 per cent., Grade I; 41.87, Grade II; 46.87 not approved.

HIGH SCHOOLS—Continued
INFORMATION—Continued

	Equipment								Value of Manual Training Department Equipment			
	Art Models	Typewriters	Gymnasium (not including equipment)	Equipment of Gymnasium or Equipment for Physical Culture	Museum	Aquarium, Herbarium, etc.	Pictures	Total value of General Equipment	Woodwork	Woodturning	Forging	Machine Shop Practice
	$	$	$	$	$	$	$	$	$	$	$	$
65	76	350	7,500	454	.....	....	25	9,590	.....	.....	.....	.....
66	56	.....	.....	.....	.....	....	40	1,214	.....	.....	.....	.....
67	58	165	.....	3	.....	....	75	1,737	.....	.....	.....	.....
68	67	.....	.....	22	.....	....	20	895	.....	.....	.....	.....
69	60	.....	2,500	292	.....	....	30	5,010	.....	.....	.....	.....
70	83	622	.....	73	.....	50	207	3,389	.....	.....	.....	.....
71	72	180	.....	.....	.....	....	63	1,844	.....	.....	.....	.....
72	53	350	.....	.....	.....	....	.....	1,814	.....	.....	.....	.....
73	59	.....	.....	.....	.....	3	15	1,146	.....	.....	.....	.....
74	73	300	.....	40	.....	....	90	2,269	.....	.....	.....	.....
75	60	180	.....	31	6	12	87	1,819	.....	.....	.....	.....
76	50	.....	.....	.....	.....	....	20	1,472	.....	.....	.....	.....
77	20	.....	.....	20	.....	....	.....	541	.....	.....	.....	.....
78	52	.....	.....	.....	.....	....	.....	1,060	.....	.....	.....	.....
79	59	100	.....	8	.....	....	61	1,138	.....	.....	.....	.....
80	59	495	.....	39	.....	....	200	2,880	.....	.....	.....	.....
81	66	.....	.....	35	.....	....	.....	1,396	.....	.....	.....	.....
82	46	.....	.....	21	.....	....	15	1,002	.....	.....	.....	.....
83	76	150	.....	44	.....	....	74	1,651	.....	.....	.....	.....
84	67	.....	.....	.....	.....	....	61	1,405	.....	.....	.....	.....
85	53	.....	.....	.....	.....	....	10	985	.....	.....	.....	.....
86	75	380	.....	12	15	....	150	2,351	426	270	212	2,991
87	50	.....	.....	26	.....	....	15	1,138	.....	.....	.....	.....
88	74	150	.....	.....	.....	....	.....	2,055	.....	.....	.....	.....
89	50	.....	.....	17	.....	....	.....	1,020	.....	.....	.....	.....
90	60	.....	.....	.....	.....	8	50	1,172	.....	.....	.....	.....
91	50	180	.....	.....	.....	....	120	1,186	.....	.....	.....	.....
92	89	200	2,500	416	.....	....	40	5,631	.....	.....	.....	.....
93	76	.....	.....	26	.....	....	31	1,465	.....	.....	.....	.....
94	48	180	.....	5	.....	....	.....	1,326	.....	.....	.....	.....
95	79	150	.....	35	.....	....	156	2,050	.....	.....	.....	.....
96	69	.....	.....	.....	217	....	.....	3,932	.....	.....	.....	.....
97	70	.....	.....	61	.....	....	30	1,544	.....	.....	.....	.....
98	80	.....	.....	.....	94	....	70	1,779	.....	.....	.....	.....
99	76	.....	.....	30	.....	....	.....	1,261	.....	.....	.....	.....
100	57	.....	.....	8	.....	....	25	1,028	.....	.....	.....	.....
101	76	100	.....	7	.....	....	120	1,559	.....	.....	.....	.....
102	51	.....	.....	6	.....	....	16	809	.....	.....	.....	.....
103	50	.....	.....	.....	.....	....	.....	740	.....	.....	.....	.....
104	53	.....	.....	30	.....	....	35	1,385	.....	.....	.....	.....
105	73	45	.....	15	.....	....	8	1,670	.....	.....	.....	.....
106	86	200	8,000	185	.....	....	.....	9,955	.....	.....	.....	.....
107	67	.....	.....	.....	.....	3	30	1,811	.....	.....	.....	.....
108	59	75	850	73	.....	5	.....	2,798	.....	.....	.....	.....
109	56	50	.....	25	.....	....	157	1,352	.....	.....	.....	.....
110	76	.....	200	107	.....	....	100	1,719	.....	.....	.....	.....
111	43	.....	.....	10	.....	....	.....	1,080	.....	.....	.....	.....
112	75	.....	.....	74	41	....	39	1,779	.....	.....	.....	.....
1	7,099	9,109	27,498	4,294	898	617	6,758	206,006	614	270	212	2,991
2	4,703	26,554	226,783	17,741	9,469	380	11,791	456,269	11,622	2,922	2,513	5,445
3	11,802	35,663	254,281	22,035	10,367	997	18,549	662,275	12,236	3,192	2,725	8,436
4	14,482	36,805	251,280	21,786	11,604	1102	16,680	668,130	14,907	14,010	2,665	6,760
5	.....	.....	3,001	249	.....	....	1,869	.....	.....	.....	60	1,676
6	2,680	1,142	.....	.....	1,237	105	.....	5,855	2,671	10,818	.....	.....
7	1.78	5.38	38.39	3.32	1.56	.15	2.80	.....	23.13	6.03	5.15	15.94

COLLEGIATE INSTITUTES AND
III TABLE M—MISCELLANEOUS

High Schools	Value of Household Science Department Equipment			Value of Agricultural Department Equipment	Value of Art Equipment (Middle School)	Total value of Special Equipment as per preceding nine columns
	Cookery, Sanitation and Hygiene	Handwork and Machine Sewing	Laundry Work			
	$	$	$	$	$	$
65 Niagara Falls South	501	120	3	177	.....	801
66 Norwood	.....	.....	.....	.....	.....	.....
67 Oakville	.....	.....	.....	154	.....	154
68 Omemee	.....	.....	.....	.....	.....	.....
69 Orangeville	.....	.....	.....	.....	75	75
70 Oshawa	.....	.....	.....	.....	.....	.....
71 Paris	.....	.....	.....	.....	.....	.....
72 Parkhill	.....	.....	.....	.....	.....	.....
73 Parry Sound	.....	.....	.....	.....	.....	.....
74 Pembroke	.....	.....	.....	.....	.....	.....
75 Penetanguishene	.....	.....	.....	.....	.....	.....
76 Petrolea	.....	.....	.....	1,037	.....	1,037
77 Plantagenet	.....	.....	.....	.....	.....	.....
78 Port Dover	.....	.....	.....	.....	.....	.....
79 Port Elgin	.....	.....	.....	.....	.....	.....
80 Port Hope	.....	.....	.....	.....	.....	.....
81 Port Perry	.....	.....	.....	.....	.....	.....
82 Port Rowan	.....	.....	.....	.....	.....	.....
83 Prescott	.....	.....	.....	.....	.....	.....
84 Richmond Hill	.....	.....	.....	.....	.....	.....
85 Rockland	.....	.....	.....	.....	.....	.....
86 Sault Ste. Marie	884	80	.....	600	.....	5,463
87 Shelburne	.....	.....	.....	.....	.....	.....
88 Simcoe	.....	.....	.....	200	.....	200
89 Smithville	.....	.....	.....	.....	.....	.....
90 Stirling	.....	.....	.....	.....	.....	.....
91 Streetsville	.....	.....	.....	.....	7	7
92 Sudbury	.....	.....	.....	.....	.....	.....
93 Sydenham	.....	.....	.....	.....	.....	.....
94 Thorold	.....	.....	.....	.....	.....	.....
95 Tillsonburg	.....	.....	.....	.....	.....	.....
96 Toronto, Commerce and Finance	.....	.....	.....	.....	.....	.....
97 Toronto, North	.....	.....	.....	.....	.....	.....
98 Trenton	.....	.....	.....	.....	.....	.....
99 Uxbridge	.....	.....	.....	.....	.....	.....
100 Vienna	.....	.....	.....	.....	.....	.....
101 Walkerton	.....	.....	.....	1,400	.....	1,400
102 Wardsville	.....	.....	.....	.....	.....	.....
103 Waterdown	.....	.....	.....	.....	.....	.....
104 Waterford	.....	.....	.....	.....	.....	.....
105 Watford	.....	.....	.....	.....	.....	.....
106 Welland	.....	.....	.....	.....	25	25
107 Weston	.....	.....	.....	.....	.....	.....
108 Whitby	.....	.....	.....	.....	.....	.....
109 Wiarton	.....	.....	.....	.....	.....	.....
110 Williamstown	.....	.....	.....	.....	.....	.....
111 Winchester	.....	.....	.....	.....	.....	.....
112 Wingham	.....	.....	.....	.....	.....	.....
1 Totals, High Schools	2,242	278	53	6,911	107	13,678
2 Totals, Collegiate Institutes	12,548	1,156	146	1,985	885	39,222
3 Grand Totals, 1915	14,790	1,434	199	8,896	992	52,900
4 Grand Totals, 1914	16,213	2,806	202	9,452	772	67,787
5 Increases	.....	.....	.....	.....	220	.....
6 Decreases	1,423	1,372	3	556	.....	14,887
7 Percentages	27.96	2.71	.37	16.81	1.87	.....

HIGH SCHOOLS—Concluded
INFORMATION—Concluded

	Religious and other Exercises						Destination of Pupils							
	Schools using authorized Scripture Readings	Schools using the Bible	Schools in which Passages are Memorized	Schools opened with Prayer	Schools closed with Prayer	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Other occupations	Other High Schools or Collegiates	Without occupation enlisted
65	.....	.....	.....	1	.....	.....	10	5	.....	1	2	4	4	6
66	1	.....	.....	1	.....	1	4	2	1	8	1	2	3	1
67	.....	.....	.....	1	.....	1	5	6	2	3	1	4	4	.....
68	.....	.....	.....	1	.....	1	.....	1	.....	4	....	3	4	5
69	.....	.....	.....	1	.....	1	6	3	2	3	4	10	5	3
70	.....	.....	.....	1	.....	1	18	10	1	5	10	4	4	2
71	1	.....	.....	1	1	1	6	3	.....	.....	7	6	2	9
72	1	1	.....	1	.....	1	1	.....	.....	4	3	7	6	4
73	1	.....	.....	1	.....	1	8	1	2	10	3	20	3	.....
74	.....	.....	.....	1	.....	1	6	5	.....	10	4	10	5	5
75	.....	.....	.....	1	.....	.....	3	1	.....	5	....	13	2	6
76	1	1	1	1	.....	.....	8	3	2	.....	5	6	2	14
77	1	1	.....	1	1	.....	1	1	.....	7	2	.....	12	6
78	1	1	.....	1	.....	.....	1	3	.....	.....	2	2	2	5
79	.....	1	.....	1	.....	1	3	3	1	7	....	22	.....	.....
80	.....	.....	.....	1	.....	1	18	13	3	8	9	9	3	7
81	.....	.....	.....	1	.....	1	7	13	.....	3	....	2	7	2
82	.....	.....	.....	1	.....	.....	1	1	.....	3	....	4	.....	3
83	.....	.....	.....	1	.....	1	11	1	2	3	1	8	4	9
84	.....	1	.....	1	.....	.....	.....	4	.....	5	1	5	6	4
85	.....	.....	.....	1	.....	.....	1	.....	2	2	1	2	3	.....
86	.....	.....	.....	1	.....	1	23	3	2	11	2	14	4	16
87	.....	1	.....	1	.....	.....	2	3	.....	5	....	2	1	.....
88	1	1	.....	1	.....	1	10	12	2	9	7	9	12	4
89	.....	.....	.....	1	1	.....	1	5	1	4	....	4	7	7
90	1	1	.....	1	.....	.....	1	8	.....	11	....	3	10	.....
91	1	1	.....	1	.....	1	4	7	1	1	....	1	3	.....
92	.....	.....	.....	1	.....	1	6	.....	5	2	7	2	4	6
93	.....	1	.....	1	.....	1	3	14	2	22	1	1	1	1
94	.....	1	.....	1	.....	1	7	6	.....	1	5	2	4	2
95	.....	1	.....	1	.....	.....	4	1	1	9	....	4	2	20
96	.....	.....	.....	1	.....	1	128	.....	.....	.....	3	10	6	10
97	1	1	.....	1	.....	.....	13	7	2	3	1	5	4	10
98	1	.....	.....	1	.....	1	8	5	.....	6	3	8	12	10
99	.....	1	.....	1	.....	1	2	11	1	9	....	10	.....	3
100	.....	1	.....	1	1	.....	.....	3	.....	.....	2	1	3	3
101	1	.....	.....	.....	.....	1	1	2	.....	7	5	11	2	2
102	.....	.....	.....	1	.....	1	2	2	.....	5	....	1	2	2
103	.....	.....	.....	1	.....	1	.....	2	2	3	2	7	4	.....
104	.....	1	.....	1	.....	1	.....	4	.....	4	1	10	1	2
105	.....	1	.....	1	.....	1	3	19	1	7	1	7	1	.....
106	1	1	.....	1	.....	1	17	11	3	7	9	3	4	9
107	.....	1	.....	1	.....	1	1	8	.....	8	1	16	2	3
108	.....	.....	.....	1	.....	1	4	4	2	5	8	4	6	2
109	1	1	.....	1	.....	1	2	2	.....	.....	1	5	.....	2
110	.....	.....	.....	1	.....	1	1	.....	1	6	....	12	2	4
111	1	1	.....	1	.....	.....	5	3	1	7	....	13	2	.....
112	.....	1	.....	1	.....	1	5	6	5	19	1	10	10	2
1	39	54	1	111	5	69	655	616	136	686	260	747	447	424
2	23	25	.....	47	2	40	1,224	365	333	763	405	1,117	453	693
3	62	79	1	158	7	109	1,879	981	469	1,449	665	1,864	900	1,119
4	68	77	1	160	14	113	1,766	819	371	1,318	426	1,348	766	1,494
5	.....	2	.....	.....	.....	.....	113	162	98	131	239	516	134	.....
6	6	.....	.....	2	7	.....	.....	.....	.....	.....	....	.....	.....	375
7	38.75	49.37	.62	98.75	4.37	68.12	20.14	10.52	5.03	15.53	7.13	19.98	9.65	11.99

TABLE N—PROTESTANT SEPARATE SCHOOLS

	No. 1 Grattan	No. 2 Hagarty	No. 1 Tilbury North	L'Original Village	Penetanguishene Town	Totals
Number of Schools	1	1	1	1	1	5
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Receipts:						
Balances from 1914	539 91	312 66	29 94	61 30	363 24	1,307 05
Government grants	57 41	163 82	28 84	6 00	302 00	558 07
Municipal grants	13 66	12 25	8 84	.....	.....	34 75
Municipal assessments	765 61	400 00	516 00	561 75	6,113 00	8,356 36
Other sources	3 00	200 00	50 99	2 07	.....	256 06
Totals	1,379 59	1,088 73	634 61	631 12	6,778 24	10,512 29
Expenditure:						
Teachers' salaries	518 00	500 00	483 75	508 13	4,040 00	6,049 88
School sites and buildings	150 00	169 39	1 75	.....	278 20	599 34
Libraries, maps, apparatus, etc.	14 00	16 45	.....	4 50	69 50	104 45
Other expenses	54 12	229 00	141 23	98 63	2,259 93	2,782 91
Totals	736 12	914 84	626 73	611 26	6,647 63	9,536 58
Balances on hand	643 47	173 89	7 88	19 86	130 61	975 71
Teachers:						
Male	.....	.....	.....	.....	1	1
Female	1	1	1	1	6	10
Certificates	III	III	III	II	1 I; 6 II	1 I; 7 II; 3 III
Salaries	$500	500	500	500	Male, $1,000 Female, $558	1 male, $1000 Av. Female, $535
Pupils:						
Total number attending	31	50	18	19	305	423
Boys	13	21	7	13	166	220
Girls	18	29	11	6	139	203
Average attendance	17	30	13	13	217	290
No. in Primer	7	11	1	4	58	81
" 1st Book	4	10	4	3	31	52
" 2nd "	7	13	7	4	81	112
" 3rd "	8	12	2	4	75	101
" 4th "	5	4	4	4	60	77
" in Art	31	50	18	12	305	416
" Geography	24	39	13	12	247	335
" Music	.....	.....	.....	19	305	324
" Literature	31	50	16	12	305	414
" Composition	31	50	16	19	305	421
" Grammar	5	4	6	8	60	83
" English History	20	29	6	8	141	204
" Canadian History	20	29	6	4	141	200
" Physiology & Hygiene	31	50	18	15	305	419
" Nature Study	31	50	18	19	305	423
" Physical Culture	31	50	18	19	305	423
Brick or frame school house	Frame.	Frame.	Brick.	Brick.	Brick.	3 Bk; 2Fr.
Number of maps	8	7	10	12	20	57
Number of globes	1	1	1	1	1	5

TABLE O—REPORT ON KINDERGARTENS

Municipality	Number of Kindergartens	Number of Teachers	Head Directors	Assistants	Average Salary, Head Directors	Average Salary, Assistants	Number of Pupils in attendance	Average daily attendance	Charges per year for tuition
Cities:					$	$			$ c.
Kitchener (Berlin)..	4	5	4	1	700	550	313	231	.....
Brantford	7	10	7	3	504	450	341	244	1 00
Chatham	3	6	3	3	567	325	212	120	.....
Fort William	7	13	7	6	714	360	453	330	.....
Galt	4	4	4	.....	656	.....	139	125	.....
Guelph	5	5	5	.....	650	.....	331	169	.....
Hamilton	10	19	19	.....	618	.....	1,345	999	1 00
Kingston	4	4	4	.....	587	.....	243	135	50
London.....	16	28	16	12	809	537	947	520	.....
Ottawa.....	19	36	19	17	773	549	1,275	751	.....
Peterborough	5	6	5	1	650	400	433	176	1 00
Port Arthur	4	4	4	.....	775	.....	215	157	.....
St. Catharines	4	4	4	.....	568	.....	191	116	.....
St. Thomas.....	5	12	5	7	690	621	215	160	.....
Sault Ste. Marie ..	2	4	2	2	675	275	139	86	.....
Stratford	5	6	5	1	490	450	413	183	.....
Toronto	84	196	84	112	696	499	9,645	5,012	.....
Towns:									
Aylmer.....	1	2	1	1	490	250	110	47	1 00
Barrie	1	1	1	.....	700	.....	53	30	.....
Campbellford	1	1	1	.....	500	.....	49	35	.....
Cobourg	1	2	1	1	600	300	79	47	.....
Collingwood	2	2	2	.....	550	.....	84	68	.....
Goderich.....	1	1	1	.....	525	.....	83	32	.....
Hespeler	1	1	1	.....	525	.....	48	37	.....
Ingersoll	2	2	2	.....	525	.....	124	51	1 00
North Bay.....	1	2	1	1	625	575	66	36	.....
Owen Sound	4	5	4	1	487	250	265	164	.....
Pembroke	1	2	1	1	650	550	92	61	.....
Picton.....	1	1	1	.....	625	.....	55	33	.....
Preston	1	1	1	.....	675	.....	69	63	.....
Seaforth	1	1	1	.....	500	.....	30	25	1 00
Simcoe	1	1	1	.....	425	.....	66	33	.....
Tillsonburg.....	1	1	1	.....	475	.....	50	30	.....
Walkerville.....	2	2	2	.....	625	.....	170	77	.....
Waterloo	2	2	2	.....	650	.....	84	69	.....
Welland	4	2	2	.....	625	.....	194	96	.....
Wingham.....	1	1	1	.....	475	.....	56	37	.....
Rural:									
No. 3 Brantford—Grand View	1	1	1	.....	500	.....	53	43	1 00
Totals, 1915	228	396	226	170	669	490	18,730	10,628	.....
Totals, 1914.....	218	396	216	180	657	475	25,554	9,519	.....
Increases	12	.....	10	.....	12	15	*	1,118	.....
Decreases.....	.....	.....	.....	10	.....	.....	.....	.....	.....

*This column shows an *apparent* decrease from the previous year owing to the pupils who were promoted before the close of the year to the Primary Form being counted only in such Primary Form. Formerly they were counted in the Kindergarten as well as the Primary Form. As the percentage of average to total attendance was fifty-six, the increase in the average attendance, 1,118, indicates an increase in the total attendance of about 2,000.

TABLE P—REPORT ON NIGHT SCHOOLS

I. Night Public and Separate Schools

Municipality	Number of Schools	Teachers	Pupils Enrolled	Average Daily Attendance
Kitchener (Berlin)	1	2	34	24
Fort William	2	11	320	100
Hamilton	2	7	136	72
Port Arthur	1	1	102	28
St. Catharines	1	1	39	5
Toronto	22	40	1,126	435
Oshawa R.C. Sep. Sch.	1	1	37	11
Totals	30	63	1,794	675

II. Night High Schools

Municipality	Number of Schools	Teachers	Pupils Enrolled	Average Daily Attendance
Brantford	1	3	224	32
Collingwood	1	2	22	5
Cornwall	1	1	22	9
Hamilton	1	6	105	16
London	2	13	143	47
St. Thomas	1	1	21	8
Sault Ste. Marie	2	3	30	25
Stratford	1	2	78	21
Toronto	3	59	1,709	414
Totals	13	90	2,354	577

TABLE Q—REPORT ON TRUANCY

Cities	No. of children otherwise employed during school hours	No. of cases of truancy reported to the Truant Officers	No. of notices by Truant Officers to parents or guardians	No. of complaints made before Police Magistrates or J. P's	No. of convictions	No. of children reported by Teachers as not attending school
Belleville	.....	.....	6	.....	.....	158
Kitchener (Berlin)	5	100	53	2	1	1
Brantford	10	4	12	7	.....	.....
Chatham	1	46	168	4	.....	4
Fort William	2	21	66	.....	.....	45
Galt	.....	.....	.....	1	1	.....
Guelph	8	85	39	11	3	1
Hamilton	.....	265	1,093	18	6	1,348
Kingston	3	3	153	3	1	5
London	12	15	75	11	11	90
Niagara Falls	6	18	53	1	1	98
Ottawa	6	333	70	1	1	4,313
Peterborough	.....	46	32	1	.....	2
Port Arthur	2	.....	7	2	2	682
St. Catharines	.....	28	28	4	4	.....
St. Thomas	2	103	57	1	1	.....
Sarnia	5	3	5	.....	.....	13
Sault Ste. Marie	7	222	222	4	.....	5
Stratford	1	.....	55	.....	.....	55
Toronto	.....	7,877	128	117	3	76
Windsor	6	6	17	3	3	774
Woodstock	10	2	35	5	1	115

TABLE Q—REPORT ON TRUANCY—Continued

Towns	No. of children otherwise employed during school hours	No. of cases of truancy reported to the Truant Officers	No. of notices by Truant Officers to parents or guardians	No. of complaints made before Police Magistrates or J. P's	No. of convictions	No. of children reported by Teachers as not attending school
Towns						
Almonte		14	14			
Arnprior			12			
Aylmer		20	20	1	1	
Barrie		105	61	10	4	100
Blenheim	2		2			3
Blind River						11
Bowmanville	2		25			40
Bracebridge		4	1			
Brampton			21	3		
Bridgeburg		8				8
Brockville		20	20			
Burlington	2	29	9			4
Campbellford		6	10	1	1	
Carleton Place		5	5			25
Chesley		5	5			
Cobalt	6	3				
Cochrane		5	5	1		5
Collingwood		11	11	2	2	
Copper Cliff			15	3	1	45
Cornwall		18	18	1		
Deseronto			15			5
Dresden		10	8			
Dundas	5	5	1	5	5	
Dunnville		40	40	5		
Durham		1				1
Eastview	2	22	58			58
Essex		2	5	1		2
Forest		6	2			6
Fort Frances	1	1	4			
Gananoque		25	20			2
Goderich			5			5
Hanover			15			15
Harriston		8	8			8
Hespeler		9	18			4
Ingersoll	3	7	7			1
Keewatin			1			1
Kenora		104	8			
Leamington		11	3			
Lindsay		15	12			
Listowel			12			
Meaford			3			
Milton	1					1
Mitchell		1				
Mount Forest		1	1			1
Napanee		8	8			
Newmarket						10
Niagara			2			
North Bay	3	26	35			140
Oakville		3	3			3
Orillia	3	268	268	6	6	
Oshawa			15			30
Owen Sound	3	30	353			
Paris	1	5	5	1	1	
Parkhill		4	4	1	1	
Parry Sound		55	55	3		
Pembroke		10	10			
Perth		2	1			
Port Hope		14	14			14
Prescott		7	7			1
Preston		14	2			

TABLE Q—REPORT ON TRUANCY—Continued

Towns.—Continued	No. of children otherwise employed during school hours	No. of cases of truancy reported to the Truant Officers	No. of notices by Truant Officers to parents or guardians	No. of complaints made before Police Magistrates or J. P's	No. of convictions	No. of children reported by Teachers as not attending school
Rainy River		5	5			
Renfrew			12			22
Ridgetown			1			2
St. Mary's		20				4
Sandwich	1	4	25	3	3	
Simcoe	2		153	2	2	
Southampton		17	10			
Stayner		4	4			
Strathroy		6	2	1	1	2
Sturgeon Falls			6			20
Sudbury	12	20	150			20
Thessalon		3	3			
Thornbury		2	2			
Thorold		12	10			14
Tillsonburg			9			
Trenton	7	86	86			13
Trout Creek		1	1	1	1	
Uxbridge		23	17			
Vankleek Hill		21	27			
Walkerville		4				
Wallaceburg	2	4	3			
Waterloo		8	20			2
Webbwood		3	3			
Welland	1	368	105	2	2	1
Whitby	2	38	27			
Wiarton	6	40	31			46
Villages						
Acton		3	3			9
Ailsa Craig		4	4			
Ayr			14			14
Bayfield	3		4			
Beamsville		13	13	2	2	
Bloomfield	5	5	5	1	1	2
Bobcaygeon		2	1			4
Bolton		15	15			
Bradford		1				1
Burk's Falls		15	15			
Caledonia		9	14			5
Cayuga		2	2			
Chesterville						1
Colborne	2	4	6			4
Coldwater	1	6	8	1		
Courtright						1
Delhi		4				
Drayton		1	1			
Elora			4			
Elmira		1	1			1
Embro		4	2			
Exeter	1	1	1			2
Fergus		2	1			2
Finch		2	2			
Fort Erie			4			4
Georgetown	2	30	30	1	1	
Glencoe		2	12			12
Grimsby		2	2			2
Hagersville	1	2	2			1
Havelock		2	2	2		4
Holland Landing		6	6			6
Humberstone		3	3			
Jarvis		1	1			

TABLE Q—REPORT ON TRUANCY—Concluded

Villages.—Concluded	No. of children otherwise employed during school hours	No. of cases of truancy reported to the Truant Officers	No of notices by Truant Officers to parents or guardians	No. of complaints made before Police Magistrates or J.P's	No. of convictions	No. of children reported by Teachers as not attending school
Lakefield		2	2			
Lucan		4	4			
Markdale		4	1			2
Markham			25			25
Maxville		8	8			
Merritton	1	2	2			2
Millbrook			12			12
Milverton		8	8			
Mimico		4	77			
Morrisburg		1	2			2
Newburgh	1					1
Newcastle		3				
New Hamburg		9	9			9
New Toronto		2	2			
Norwich	1	4	2	1	1	1
Norwood		1				1
Omemee						5
Port Colborne		25	25			
Port Carling			2			
Port Dover			28			28
Port Elgin	1	2	2			2
Port Rowan		1	1			1
Port Stanley						2
Shallow Lake			30			25
Shelburne		1	2			1
Stirling						2
Sutton		10	8			2
Tavistock		2	2			
Thamesville	3	11	11			
Victoria Harbour		5	5			5
Wardsville			3			6
Waterford		9	13	2		
Winchester		1				
Woodville			2			2
Townships						
Barrie, S.S. No. 4			3			3
Brantford	90	193	160			
Burford	22	80	7			
Coleman, S.Ss. 3a and 3b			2			50
Denbigh, S.S. No. 5		9	12			8
Dumfries North	1	2	22			1
Kennebec, S. S. No. 3		9	6			
Kennebec, S. S. No. 7			6			
Morrison	7	6	20	2		14
Oso, S.S. No. 9			22			10
Oxford West	15	21	13			1
Totals	310	11,414	5,107	261	75	8,778

NOTE —Out of 303 urban municipalities in the Province, 60 reported no truants, while 68 did not report at all ; the remaining 175 are reported above.

TABLE R—GENERAL

A General Statistical Abstract, exhibiting the comparative state and progress of Schools (including collegiate institutes), from the year 1867

No.	Subjects compared	1867	1872	1877	1882
1	Population	.....	1,620,851	.....	1,926,922
2	School population between the ages of five and sixteen years up to 1882, five to twenty-one subsequently	447,726	495,756	494,804	483,817
3	High Schools (including Collegiate Institutes).	102	104	104	104
4	Continuation Schools	.....	.....	.....	.....
5	Public Schools in operation	4,261	4,490	4,955	5,013
6	Roman Catholic Separate Schools	161	171	185	190
7	Grand total of above schools in operation	4,524	4,765	5,244	5,307
8	Pupils attending High Schools (including Collegiate Institutes and Night High Schools).	5,696	7,968	9,229	12,348
9	Pupils attending Continuation Schools	.....	.....	.....	.....
10	Pupils attending Public Schools (including Kindergarten and Night Public Schools)	382,719	433,256	465,908	445,364
11	Pupils attending Roman Catholic Separate Schools	18,924	21,406	24,952	26,148
12	Grand total of students and pupils attending High, Continuation, Public, and Separate Schools	407,339	462,630	500,089	483,860
13	Amount paid for the salaries of Public and Separate School teachers	$1,093,517	1,371,594	2,038,099	2,144,449
14	Amount paid for the erection and repairs of Public and Separate School houses, and for libraries, apparatus, books, fuel, stationery, etc.	$379,672	835,770	1,035,390	882,526
15	Total amount paid for Public and Separate School purposes	$1,473,189	2,207,364	3,073,489	3,026,975
16	Amount paid for Continuation School teachers' salaries	.....	.....	.....	.....
17	Total amount paid for Continuation School purposes	.....	.....	.....	.....
18	Amount paid for High School (and Collegiate Institute) teachers' salaries	$94,820	141,812	211,607	253,864
19	Amount paid for erection and repair of High School (and Collegiate Institute) houses, maps, apparatus, prizes, fuel, books, etc.	$29,361	68,193	132,103	89,856
20	Total amount paid for High School and Collegiate Institute purposes	$124,181	210,005	343,710	343,720
21	Grand total paid for educational purposes as above	$1,597,370	2,417,369	3,417,199	3,370,695
22	Total Public and Separate School Teachers	4,890	5,476	6,468	6,857
23	Male Teachers in Public and Separate Schools	2,849	2,626	3,020	3,062
24	Female Teachers in Public and Separate Schools	2,041	2,850	3,448	3,795
25	Continuation School Teachers	.....	.....	.....	.....
26	High School and Collegiate Institute Teachers.	159	239	280	332
27	Number of all teachers, as specified above	5,049	5,715	6,748	7,189

* Included in Public and Separate School attendances. † Included with

STATISTICAL ABSTRACT

Education in Ontario, as connected with Public, Separate, Continuation and High to 1915, compiled from Returns to the Department of Education

No.	1887	1892	1897	1902	1907	1912	1914	1915
1	.....	2,114,321	.....	2,167,938	.....	‡2,523,358	.....	.....
2	611,212	595,238	590,055	584,512	590,285	609,127	636,616	643,975
3	112	128	130	134	143	148	161	160
4	.....	.....	44	65	107	138	131	132
5	5,277	5,577	5,574	5,671	5,819	5,939	6,031	6,063
6	229	312	340	391	449	513	519	537
7	5,618	6,017	6,088	6,261	6,518	6,738	6,842	6,892
8	17,459	22,837	24,390	24,472	30,331	32,608	38,840	40,780
9	.....	.....	*1,618	*2,190	*4,744	6,094	6,069	6,800
10	462,839	458,553	453,256	420,094	413,510	429,030	455,276	458,117
11	30,373	37,466	41,620	45,964	51,502	61,297	66,271	67,481
12	510,671	518,856	519,266	490,530	495,343	529,029	566,456	573,178
13	2,458,540	2,752,629	2,886,061	3,198,132	4,389,524	6,109,547	7,203,034	7,614,110
14	1,283,564	1,301,289	1,329,609	1,627,028	3,166,655	5,164,413	7,647,934	6,653,366
15	3,742,104	4,053,918	4,215,670	4,825,160	7,556,179	11,273,960	14,850,968	14,267,476
16	.....	.....	Included with No. 13	Included with No. 13	Included with No. 13	202,875	208,386	219,660
17	.....	.....	Included with No. 15	Included with No. 15	Included with No. 15	265,087	294,125	310,794
18	327,452	472,029	532,837	547,402	783,782	1,232,537	1,476,756	1,472,673
19	168,160	224,085	183,139	222,278	429,915	720,524	1,968,184	998,301
20	495,612	696,114	715,976	769,680	1,213,697	1,953,061	3,444,940	2,470,974
21	4,237,716	4,750,032	4,931,646	5,594,840	8,769,876	13,492,108	18,590,033	17,049,244
22	7,594	8,480	9,128	9,631	10,200	11,128	11,942	12,246
23	2,718	2,770	2,784	2,311	1,813	1,511	1,628	2,081
24	4,876	5,710	6,344	7,320	8,387	9,617	10,314	10,165
25	.....	.....	†44	†86	†140	226	237	238
26	398	522	579	593	750	917	1,023	1,020
27	7,992	9,002	9,707	10,224	10,950	12,271	13,202	13,504

Public and Separate School teachers. ‡Census of 1911.

APPEN=

TEACHERS'

FINANCIAL

Name of Institute	Total Registered Attendance of Members	Receipts		
		Government Grant	Municipal Grant	Members' Fees
		$ c.	$ c.	$ c.
1 Algoma, East	121	50 00	.....	29 25
2 Algoma (Eastern Division)	36	50 00	.....	17 00
3 Brant	156	.....	.....	.....
4 Bruce, East	112	50 00	50 00	.....
5 Bruce, West	112	50 00	50 00	10 00
6 Carleton, East	129	50 00	50 00	60 50
7 Carleton, West, and Lanark, East	118	.....	50 00	59 00
8 Dufferin	120	50 00	100 00	.....
9 Dundas	101	.....	.....	50 50
10 Elgin, East	109	.....	.....	.....
11 Elgin, West	109	.....	.....	.....
12 Essex, North	60	25 00	50 00	.....
13 Essex, South	143	50 00	50 00	32 50
14 Frontenac, North, and Addington	55	25 00	5 62	14 25
15 Frontenac, South	94	50 00	50 00	26 50
16 Glengarry	104	.....	.....	19 25
17 Grey, East	82	50 00	50 00	.....
18 Grey, South	99	50 00	50 00	23 25
19 Grey, West	118	50 00	50 00	28 75
20 Haliburton	35	.....	.....	.....
21 Haldimand	88	50 00	50 00	.....
22 Halton	106	50 00	50 00	26 75
23 Hastings, Centre	92	.....	50 00	.....
24 Hastings, North	54	25 00	24 75	.....
25 Hastings, South, and Belleville	132	.....	67 50	.....
26 Huron, East	125	50 00	50 00	57 50
27 Huron, West	116	.....	50 00	.....
28 Kenora	50	50 00	.....	.....
29 Kent, East	104	50 00	50 00	25 00
30 Kent, West, and City of Chatham	131	.....	50 00	32 75
31 Lambton, East	120	.....	50 00	.....
32 Lambton, West	143	50 00	65 70	27 50
33 Lanark, West, and Smith's Falls	120	50 00	50 00	25 20
34 Leeds, East, and Brockville (No. 2)	106	.....	50 00	37 10
35 Leeds, West (No. 1)	78	.....	.....	17 75
36 Leeds and Grenville No. 3	93	.....	25 00	.....
37 Lennox and Addington	116	.....	.....	20 00
38 Lincoln	96	50 00	50 00	.....
39 Manitoulin, East	23	50 00	.....	.....
40 Manitoulin, West	29	50 00	.....	.....
41 Middlesex, East	116	.....	50 00	30 50
42 Middlesex, West	106	50 00	50 00	81 65
43 Muskoka	112	50 00	.....	.....
44 Nipissing, North	74	50 00	.....	18 55
45 Norfolk	108	50 00	50 00	.....
46 Northumberland and Durham No. 1	73	50 00	25 00	.....
47 Northumberland and Durham No. 2	80	25 00	25 00	.....
48 Northumberland and Durham No. 3	95	50 00	25 00	.....
49 Ontario, North	79	.....	25 00	19 75

DIX H

INSTITUTES

STATEMENT

	Receipts—Continued		Expenditure				
	Balances and other sources	Total Receipts	Printing, Postage, etc.	Libraries, Educational Journals, etc.	Miscellaneous	Total Expenditure	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	188 29	267 54	14 60	41 00	51 60	107 20	160 34
2	9 54	76 54	5 35	.....	14 65	20 00	56 54
3	257 40	257 40	19 81	19 80	126 23	165 84	91 56
4	165 68	265 68	74 95	22 40	72 34	169 69	95 99
5	272 45	382 45	17 50	.....	115 45	132 95	249 50
6	102 52	263 02	10 09	.....	98 15	108 24	154 78
7	255 43	364 43	84 24	48 98	143 25	276 47	87 96
8	67 29	217 29	34 81	29 00	67 71	131 52	85 77
9	334 44	384 94	24 50	.....	210 25	234 75	150 19
10	412 00	412 00	11 50	.....	45 05	56 55	355 45
11	54 85	54 85	3 25	.....	24 86	28 11	26 74
12	178 30	253 30	7 30	27 00	59 03	93 33	159 97
13	59 12	191 62	93 35	.....	47 25	140 60	51 02
14	18 67	63 54	4 31	2 50	30 00	36 81	26 73
15	78 17	204 67	8 10	5 50	97 70	111 30	93 37
16	197 10	216 35	9 49	.....	62 00	71 49	144 86
17	211 29	311 29	8 50	31 85	75 75	116 10	195 19
18	321 81	445 06	10 34	108 50	58 60	177 44	267 62
19	219 70	348 45	7 85	85 25	197 55	290 65	57 80
20	172 12	172 12	5 75	5 00	50 15	60 90	111 22
21	396 22	496 22	10 05	.....	43 95	54 00	442 22
22	149 80	276 55	9 50	80 25	32 02	121 77	154 78
23	117 82	167 82	25 00	11 00	44 30	80 30	87 52
24	170 22	219 97	17 01	.....	20 65	37 66	182 31
25	88 70	156 20	17 00	44 50	85 40	146 90	9 30
26	227 63	385 13	10 00	3 50	148 10	161 60	223 53
27	272 04	322 04	38 90	10 50	272 64	322 04	.....
28	47 65	97 65	9 17	9 10	21 70	39 97	57 68
29	219 73	344 73	10 90	20 00	16 00	46 90	297 83
30	289 57	372 32	7 96	.....	105 89	113 85	258 47
31	106 29	156 29	9 50	.....	142 33	151 83	4 46
32	209 21	352 41	7 45	54 00	177 80	239 25	113 16
33	225 67	350 87	8 85	42 00	182 02	232 87	118 00
34	94 86	181 96	9 00	59 20	66 00	134 20	47 76
35	238 00	255 75	12 05	33 00	137 50	182 55	73 20
36	96 37	121 37	8 70	10 00	53 45	72 15	49 22
37	88 04	108 04	11 02	.....	57 55	68 57	39 47
38	94 19	194 19	14 47	2 72	85 22	102 41	91 78
39	11 30	61 30	3 50	18 90	28 55	50 95	10 35
40	11 88	61 88	52	.....	57 25	57 77	4 11
41	140 65	221 15	68 35	.....	32 25	100 60	120 55
42	78 63	260 28	28 45	.....	157 50	185 95	74 33
43	121 63	171 63	6 08	.....	52 05	58 13	113 50
44	60 22	128 77	.....	.....	19 00	19 00	109 77
45	95 36	195 36	10 19	40 00	63 35	113 54	81 82
46	74 55	149 55	12 03	.....	29 33	41 36	108 19
47	95 55	145 55	6 75	.....	48 10	54 85	90 70
48	133 11	208 11	10 63	.....	87 40	98 03	110 08
49	117 81	162 56	11 00	.....	117 25	128 25	34 31

TEACHERS'

FINANCIAL

Name of Institute—Concluded	Total Registered Attendance of Members	Receipts		
		Government Grant	Municipal Grant	Members' Fees
		$ c.	$ c.	$ c.
50 Ontario, South	105	.....	50 00	.....
51 Oxford	215	50 00	50 00	37 00
52 Parry Sound, East	65	50 00	.....	.....
53 Parry Sound, West	61	50 00	.....	.....
54 Peel	97	50 00	50 00	98 00
55 Perth and Stratford	205	25 00	75 00	.....
56 Peterborough	115	50 00	50 00	21 50
57 Prescott and Russell	115	50 00	50 00	.....
58 Prince Edward	99	50 00	50 00	.....
59 Rainy River	58	50 00	.....	14 50
60 Renfrew, North	120	50 00	50 00	.....
61 Renfrew, South	150	50 00	50 00	.....
62 Simcoe, East	126	.....	100 00	.....
63 Simcoe, North	109	50 00	50 00	.....
64 Simcoe, South-West	103	50 00	50 00	22 00
65 Stormont	129	.....	.....	11 25
66 Sudbury	65	.....	.....	.....
67 Thunder Bay	140	.....	.....	37 50
68 Timiskaming	120	50 00	.....	48 00
69 Victoria	146	50 00	50 00	49 83
70 Waterloo	249	100 00	100 00	63 25
71 Welland	139	.....	50 00	.....
72 Wellington, North	102	50 00	50 00	24 00
73 Wellington, South	98	50 00	50 00	.....
74 Wentworth	115	50 00	50 00	49 00
75 York, North	86	.....	50 00	25 50
76 York, South	213	.....	.....	85 25
77 Ontario Educational Association*	1,193	1,400 00	.....	596 50
Cities				
78 Brantford	83	.....	25 00	.....
79 Guelph	46	.....	25 00	.....
80 Hamilton	319	.....	.....	159 50
81 Kingston	68	.....	25 00	16 75
82 London	238	75 00	50 00	70 75
83 Ottawa	364	.....	75 00	95 00
84 Peterborough	94	.....	25 00	46 00
85 St. Catharines and Niagara Falls	77	25 00	25 00	.....
86 Toronto	1,443	350 00	350 00	699 00
87 Windsor and Walkerville	104	25 00	25 00	25 50
Totals, 1915	12,152	4,300 00	3,288 57	3,086 33
Totals, 1914	11,684	5,650 00	3,645 27	3,044 40
Increases	468	.....	.....	41 93
Decreases	.....	1,350 00	356 70	.....

* Statement for 1915-1916

INSTITUTES—Concluded

STATEMENT—Concluded

	Receipts—Continued		Expenditure				
	Balances and other sources	Total Receipts	Printing, Postage, etc.	Libraries, Educational Journals, etc.	Miscellaneous	Total Expenditure	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
50	210 46	260 46	8 45	9 44	71 95	89 84	170 62
51	193 03	330 03	9 15	18 00	110 20	137 35	192 68
52	78 52	128 52	5 00	.....	25 65	30 65	97 87
53	4 88	54 88	6 60	3 75	20 25	30 60	24 28
54	138 63	336 63	35 40	.....	165 36	200 76	135 87
55	322 71	422 71	12 02	.....	103 55	115 57	307 14
56	502 07	623 57	12 91	43 00	523 14	579 05	44 52
57	53 61	153 61	14 93	.....	25 70	40 63	112 98
58	135 46	235 46	9 40	20 87	43 49	73 76	161 70
59	66 10	130 60	5 50	.....	60 05	65 55	65 05
60	306 25	406 25	31 25	31 00	193 30	255 55	150 70
61	91 50	191 50	7 43	23 00	138 70	169 13	22 37
62	146 47	246 47	14 15	.....	68 48	82 63	163 84
63	117 62	217 32	17 60	.....	65 55	83 15	134 47
64	45 85	167 85	5 05	76 74	49 15	130 94	36 91
65	236 61	247 86	14 99	101 50	110 85	227 34	20 52
66	60 87	60 87	15 75	.....	19 15	34 90	25 97
67	132 47	169 97	11 60	.....	68 50	80 10	89 87
68	65 36	163 36	57	.....	100 65	101 22	62 14
69	288 09	437 92	15 96	79 93	188 82	284 71	153 21
70	216 53	479 78	16 53	6 50	240 05	263 08	216 70
71	248 35	298 35	10 92	12 00	118 18	141 10	157 25
72	183 56	307 56	10 50	83 38	47 50	141 38	166 18
73	112 20	212 20	14 64	.....	93 40	108 04	104 16
74	103 22	252 22	28 40	40 75	159 43	228 58	23 64
75	195 65	271 15	51 20	38 25	47 55	137 00	134 15
76	342 75	428 00	78 00	82 75	57 25	218 00	210 00
77	922 98	2,919 48	1,520 37	.....	971 67	2,492 04	427 44
78	82 93	107 93	.....	.....	37 86	37 86	70 07
79	38 65	63 65	8 52	.....	30 06	38 58	25 07
80	819 70	979 20	8 16	31 40	549 75	589 31	389 89
81	55 58	97 33	8 68	29 58	55 80	94 06	3 27
82	98 23	293 98	24 39	.....	130 00	154 39	139 59
83	2,811 28	2,981 28	58 24	45 00	2,175 10	2,278 34	702 94
84	205 16	276 16	6 90	139 15	69 25	215 30	60 86
85	47 45	97 45	5 49	9 83	24 56	39 88	57 57
86	6,471 06	7,870 06	113 99	472 84	3,838 65	4,425 48	3,444 58
87	91 78	167 28	5 75	.....	72 50	78 25	89 03
	23,892 49	34,567 39	3,074 01	2,264 11	14,903 17	20,241 29	14,326 10
	22,308 42	34,648 09	2,583 12	2,358 06	12,710 57	17,651 75	16,996 34
	1,584 07	.....	490 89	.....	2,192 60	2,589 54	.....
	.....	80 70	.....	93 95	.....	.....	2,670 24

APPEN-

FIFTH CLASSES,

Inspectorate		Name of School (In the case of rural schools the section number and the name of the township are given.)		Post Office
Algoma	1	1	McDonald	Echo Bay
Brant	2	8	Burford	Burford
Bruce, East	3	14	Carrick	Mildmay
Carleton, East	4	11	Fitzroy	Kinburn
Dundas	5	1	Mountain	South Mountain
	6	22	Mountain	Mountain Station
	7	4	Winchester	Ormond
Elgin, East	8	9	Southwold	Shedden
	9	1	Southwold	Fingal
Essex	10		Kingsville	Kingsville
Frontenac, South	11	6	Kingston	Cataraqui
Grey, East	12	12	Artemesia & Glenelg.	Priceville
	13	3	Euphrasia	Kimberley
Grey, South	14		Neustadt	Neustadt
Grey, West	15		Shallow Lake	Shallow Lake
Haliburton	16	1	Anson	Minden
Hastings, North and Parry Sound, S.-E.	17		South River	South River
	18		Sundridge	Sundridge
	19		Trout Creek	Trout Creek
Huron, East	20	11	Grey	Ethel
	21	7	Howick	Gorrie
	22	17	Howick	Fordwich
Huron, West	23		Hensall	Hensall
	24	7	Hay	Zurich
	25	5	Stephen	Crediton
	26	16	Stephen	Dashwood
	27	6	Usborne	Woodham
	28		Bayfield	Bayfield
	29	8	Ashfield	Dungannon
	30	14	Stanley	Kippen
Kent, East	31	3&4	Orford	Duart
	32	U4	Raleigh and Harwich.	Blenheim
Lambton, East (2)	33	1	Euphemia	Shetland
	34	5	Euphemia	Florence
	35	7	Dawn	Croton
	36	12	Dawn	Dresden

DIX I

1915-1916

Name of Principal and Degree	Teachers: Professional Certificate	Teachers: Annual Salary, 1916	Pupils: No. of Pupils	Pupils: Average Daily Attendance	Grade of Fifth Class: A	Grade of Fifth Class: B	Grade of Fifth Class: C	Total Value of Approved Equipment	Legislative Grant
		$						$ c.	$ c.
1 H. R. Ponting	II	750	10	7	....	1	....	144 74	138 28
2 Caroline B. Good	I	920	17	11	1	....	....	478 00	157 12
3 John T. Kidd	II	1,025	10	9	....	1	....	247 34	78 07
4 Leah Bechler	II	700	9	7	1	....	....	262 15	88 05
5 E. H. Thorpe	II	900	26	21	1	....	....	233 16	115 98
6 Perley S. Boyd	II	700	9	6	1	....	....	500 60	102 92
7 Margt. P. Chester	II	715	7	5	1	....	....	273 86	91 94
8 Oliver M. Stonehouse	II	750	5	2	....	1	....	112 50	66 34
9 Libbie MacLennan	II	700	3	2	....	....	1	128 95	51 99
10 W. J. Elliott	I	1,300	19	13	1	....	....	341 45	173 25
11 Lilla J. Needham	II	700	4	2	1	....	....	82 90	72 47
12 Earl G. Miller	I	725	12	6	1	....	....	208 55	107 88
13 Kathleen McKee, B.A.	II	700	5	4	....	1	....	320 95	99 87
14 Thos. H. Patterson	II	700	8	7	....	1	....	124 59	93 48
15 Thos. M. Thomson	I	800	7	5	1	....	....	82 08	120 23
16 W. Macarthur	II	700	9	5	....	1	....	200 00	69 43
17 S. G. Gilleland	I	900	8	4	1	....	....	259 21	332 20
18 E. K. Godfrey	II	750	16	10	1	....	....	201 59	250 40
19 Robert Ingram	II	750	8	5	....	1	....	134 77	197 44
20 Edna McLelland	II	650	4	2	....	1	....	95 14	46 88
21 Robt. S. McBurney	I	700	4	3	....	1	....	182 04	68 03
22 Geo. H. Jefferson	II	775	7	6	....	1	....	155 23	70 05
23 Wm. Mackay	II	1,000	9	7	1	....	....	242 00	142 86
24 Geo. S. Howard	II	1,000	15	11	1	....	....	256 00	117 97
25 Jessie L. Linklater	I	1,050	17	15	1	....	....	371 00	149 73
26 Geo. W. Shore	II	1,000	20	15	1	....	....	375 00	128 32
27 Nellie Medd	II	675	11	7	1	....	....	80 00	66 77
28 Violet E. Stevens	I	700	11	9	....	1	....	249 00	126 06
29 Frederick Ross	II	825	9	6	....	1	....	220 00	75 69
30 Wm. H. Johnston	II	725	3	2	....	....	1	205 00	65 68
31 Annie M. Blue	II	675	6	5	....	1	....	191 91	60 73
32 Jas. R. Newkirk	II	750	2	2	....	....	1	105 60	57 04
33 Evelyn Long	II	600	6	5	....	....	1	110 00	31 32
34 Bert Currie	I	800	16	11	1	....	....	206 15	94 06
35 Mrs. P. Minshall	II	600	2	2	....	....	1	88 79	29 47
36 Ada McPherson	II	600	3	2	....	....	1	84 17	27 98

FIFTH CLASSES,

Inspectorate		Name of School (In the case of rural schools, the section number and the name of the township are given)	Post Office
Lambton, West	37	Courtright	Courtright
	38	Wyoming	Wyoming
	39	11 Moore	Brigden
Lincoln	40	2 Louth	Jordan Station
	41	U2 Clinton and 3 Louth.	Vineland
	42	11 Gainsborough	Wellandport
Manitoulin, etc.	43	Massey	Massey
Middlesex, East	44	2 Delaware	Delaware
Middlesex, West	45	15 Caradoc	Mt. Brydges
Northumberland & Durham, No. 3.	46	U16 Murray & 18 Brighton	Wooler
Ontario, N. and Parry Sound, N. E.	47	13 Brock	Sunderland
	48	U4 Brock	Manilla
	49	5 Scott	Zephyr
	50	U4 North Himsworth and Ferris	Callender
	51	1 Nipissing	Nipissing
Ontario, South	52	4 (West) Pickering	Pickering
	53	3 Whitby	Brooklin
Oxford, North	54	U8 and 4 Blandford and Blenheim	Bright
	55	10 Zorra, E.	Innerkip
	56	U5 E. Nissouri and North Oxford	Thamesford
Oxford, South	57	12 Dereham	Brownsville
Parry Sound, South	58	U1 Chapman and Croft.	Magnetawan
	59	7 Humphrey	Rosseau
	60	Kearney	Kearney
	61	1 McKellar	McKellar
Peel	62	Bolton	Bolton
Perth, North	63	Milverton	Milverton
	64	U6 Logan	Monkton
Prescott and Russell	65	2 Cumberland	Vars
	66	3 Cumberland	Navan
	67	5 Cumberland	Cumberland
Rainy River & Thunder Bay, E.	68	1 Schreiber	Schreiber
	69	5 Lash	Emo
	70	Rainy River	Rainy River
Renfrew, North	71	6 Ross	Forester's Falls
	72	7 Westmeath	Beachburg

1915-1916—Continued

	Name of Principal and Degree	Professional Certificate	Annual Salary, 1915	Pupils: No. of Pupils	Pupils: Average Daily Attendance	Grade of Fifth Class: A	Grade of Fifth Class: B	Grade of Fifth Class: C	Total Value of Approved Equipment	Legislative Grant
			$						$ c.	$ c.
37	R. J. Leach	II	800	4	4	....	1	....	223 65	106 45
38	Ella Sutherland	II	700	5	4	....	1	....	126 00	93 61
39	Wm. E. Jarrott	II	975	25	21	1	....	....	296 32	121 48
40	Stanley Henderson	I	750	5	3	....	1	....	118 75	65 08
41	Geo. W. Clark	II	850	4	3	....	1	....	446 76	90 89
42	Mrs. Jennie Misener	II	800	4	3	....	....	1	186 19	64 04
43	Lillian Ord	I	900	13	9	....	....	1	484 37	275 82
44	Esther Heatly	II	650	10	8	....	1	....	204 46	59 11
45	Ella M. McDougall	II	600	4	3	....	1	....	227 36	49 67
46	Vern Ames	II	850	7	3	....	1	....	126 51	67 56
47	Edith Harvey	II	700	6	4	....	1	....	114 25	62 14
48	Belle Shannon	II	675	4	2	....	1	....	167 40	58 60
49	Julius Rynard	II	800	7	5	....	1	....	210 80	74 89
50	Jos. A. Mahon	II	700	10	8	1	....	....	229 90	214 00
51	Lewis E. Armstrong	I	750	5	4	....	1	....	156 44	183 82
52	Geo. E. Feirheller	II	800	10	8	1	....	....	246 48	108 44
53	Frances Phelan	II	700	4	2	....	....	1	87 57	48 37
54	G. O. McKenzie	II	700	5	4	....	1	....	202 09	69 77
55	Ethel Mossip	II	700	7	5	1	....	....	383 83	98 64
56	A. W. Waring	I	700	9	4	1	....	....	298 62	107 54
57	Wilfrid K. Cowan	I	875	17	11	1	....	....	342 22	146 65
58	H. W. Edwards	II	725	7	5	....	1	....	230 49	153 20
59	Lawrence Maguire	II	725	4	3	....	1	....	206 26	148 98
60	Mrs. Mary Dipsam	II	675	4	3	....	1	....	140 31	178 84
61	Nina I. MacLeod	II	700	13	8	1	....	....	251 05	174 16
62	Peter O. Nelson	II	900	33	27	1	....	....	294 65	*291 12
63	Wm. R. Burnett	II	900	16	9	1	....	....	373 70	151 44
64	Maggie Huggins	II	750	4	2	....	1	....	116 42	75 38
65	Mary E. O'Toole	I	700	11	9	1	....	....	167 24	85 23
66	Mabel Maxwell, B.A.	I	800	23	18	1	....	....	224 67	133 73
67	Anna V. Dorrance	I	800	17	11	1	....	....	183 28	133 39
68	Geo. A. Evans	II	1,300	17	13	1	....	....	116 26	211 62
69	Mary C. Ryan	II	800	10	7	1	....	....	155 49	255 42
70	Robt. L. Manning	I	1,200	16	8	1	....	....	511 81	351 80
71	Jennie Page, B.A.	I	800	10	7	....	1	....	152 68	91 57
72	A. K. Sinclair	I	700	9	6	....	1	....	213 64	75 13

*Grant for two years, 1915 and 1916.

FIFTH CLASSES,

Inspectorate		Name of School (In the case of rural schools the section number and the name of the township are given)	Post Office
Simcoe, East	73	Victoria Harbour	Victoria Harbour
	74	12 Tay	Waubaushene
Simcoe, S. W.	75	10 Essa	Angus
Sudbury, etc.	76	1 Wallbridge	Byng Inlet
Victoria, West	77	Woodville	Woodville
	78	8 Mariposa	Little Britain
Waterloo, North	79	16 Wellesley	Wellesley
Waterloo, South	80	Hespeler	Hespeler
	81	13 Wilmot	Baden
Welland	82	9 Bertie	Stevensville
Wellington, South	83	6 Erin	Hillsburg
	84	7 West Garafraxa	Belwood
	85	Macdonald Cons.	O. A. C., Guelph
Wentworth	86	5 Ancaster	Ancaster
	87	3 Barton	Mount Hamilton
	88	5 Beverly	Troy
	89	5 Saltfleet	Stoney Creek
	90	3 Binbrook	Binbrook
	91	7 West Flamboro	Millgrove
York, North	92	11 King	Kettleby
	93	23 King	King
	94	12 Whitchurch	Bethesda
York, West	95	Woodbridge	Woodbridge
R. C. Separate Schools—			
Inspector Sullivan	96	2 Ashfield	Kingsbridge
	97	2 Hibbert, McKillop and Logan	Dublin
	98	Wallaceburg	Wallaceburg
Inspector Finn	99	7 Bromley	Douglas
	100	Mattawa	Mattawa
Totals			

1915-1916—Concluded

	Teachers			Pupils		Grade of Fifth Class			Total Value of Approved Equipment	Legislative Grant
	Name of Principal and	Professional Certificate	Annual Salary, 1916	No. of Pupils	Average Daily Attendance	A	B	C		
			$						$ c.	$ c.
73	John A. Gillespie	II	950	17	14	1	....	....	197 73	139 00
74	Wm. McKaughan	II	1,000	9	3	1	....	....	170 58	110 54
75	A. Edmund Harkness	I	750	11	7	....	1	....	79 10	63 43
76	Angus W. Cameron	II	1,000	6	5	....	1	....	83 53	127 62
77	Geo. B. Rennie	II	650	6	3	....	1	....	152 94	79 64
78	Chas. H. Lapp	II	750	5	3	....	1	....	138 97	68 63
79	Helen MacGregor	II	700	3	2	....	1	....	137 38	53 27
80	Jas. D. Ramsay	II	1,400	6	3	1	....	....	346 23	142 22
81	James Kerr	II	900	6	4	1	....	....	220 07	114 84
82	Irene F. Foster	I	800	11	10	....	1	....	155 02	91 78
83	R. R. McKay	II	775	8	6	....	1	....	187 00	72 82
84	Mabel Money	I	725	3	2	....	1	....	107 00	87 61
85	J. A. Macdonald	I	1,225	10	7	1	....	....	493 00	153 90
86	Gordon A. Campbell	II	900	4	2	1	....	....	275 08	118 58
87	William A. Neff	II	900	13	11	1	....	....	314 38	121 16
88	John Hay	II	800	4	3	1	....	....	255 52	109 20
89	Lena M. Field	II	750	5	3	1	....	....	249 95	97 87
90	Marjorie Boyle	II	650	4	2	....	1	....	226 55	61 04
91	John A. Dalton	II	775	4	3	....	1	....	71 01	62 73
92	Frances L. Clunas	II	690	5	3	....	....	1	155 32	50 49
93	Walter Rolling	II	700	3	2	....	....	1	153 11	56 82
94	Isaac Pike	II	710	4	3	....	....	1	170 05	59 38
95	Russell Reid	II	800	2	2	1	....	....	209 35	131 31
96	Sr. M. Eugenia	II	650	3	2	....	1	....	656 87	89 94
97	Mother M. Dolores	I	1,000	36	32	1	....	....	557 44	141 13
98	Mother M. Stella	II	400	7	6	1	....	....	474 36	57 60
99	Sr. M. Helen	II	600	35	29	1	....	....	536 81	96 74
100	Sr. St. Andrè Corsini	II	600	5	3	1	....	....	209 43	201 88
	Totals	.....	*793	931	670	46	42	12	22,756 12	†11,204 73

* Average salary.

† In addition there was paid on equipment, etc., the sum of $130.58 to schools that did not qualify as Fifth Classes in 1915-1916.

APPENDIX J

REPORT OF THE INSPECTOR OF MANUAL TRAINING AND HOUSEHOLD SCIENCE

I. MANUAL TRAINING CENTRES

Location of Centre	Teacher	Salary	No. of Pupils	Grades	Length of Lesson	Accommodation	Equipment	Remarks
OTTAWA								
1 Slater Street School	C. Medcalf.	$2,400	156	Elementary Manual Training is taken in the class rooms with grades Jr. I. to Sr. III. Woodwork is taken in the Manual Training room with grades Jr. IV. to Commercial.	1½ to 2 hours	All the rooms are ordinary school class rooms, in most cases specially built, and in others adapted for Manual Training. They are generally light, airy and well ventilated.	Equipped with 20 benches and all tools for elementary woodworking. The Commercial classes are provided with equipment for copper and brass work.	Mr. C. Medcalf acts as supervisor.
2 Wellington Street School	W. G. Myrick.	$1,175 to $1,600 by $75 annually.	73					
3 Elgin Street School			227					
4 Glashan School	R. S. Holmes.		78					
5 First Avenue School			105					
6 Creighton Street School	H. S. Winchester		62					The elementary work in the lower grades is well organized, being taken by the Kindergarten teachers in the afternoons under the direction of the Supervisor.
7 Cambridge Street School	G. F. Rowe.		92					
8 Percy Street School	A. Crowson		82					
9 Osgoode Street School	J. J. Carter		134					
10 Manual Arts School			74					
11 Rosemount Avenue School			119					
12 Mutchmore Street School			146					
13 Hopewell School			77					
14 Model School	J.S.Harterre		230	All grades.	¾ to 1 hour.	2 rooms, elementary and advanced.	Cardboard work, clay modelling, and woodwork.	
TORONTO								
15 Wellesley School	C. T. Yeo.	$1,200 to $1,800 by $100 annually.	238	Junior IV Senior IV	1½ to 2¼ hours.	Elementary woodwork is provided for in a room of the ordinary class room type, the newer rooms being specially fitted.	Each centre is equipped with 20 benches and the ordinary wood working tools. Two centres are equipped for ornamental metal work.	The work is carried on at present without any supervisor.
16 King Edward School	C. G. Mikel.		203					
17 Winchester School	Cecil V. Webb		259					
18 Queen Alexandra School	W.Flummerfelt.		246					
19 Manning Avenue	W. E. Smyth		206					
20 Dewson Street School	E. Slaughter		238					
21 Parkdale School	J. C. Hamilton.		257					
22 Kimberley School	E. Beattie.		257					
23 Annette Street School	O. Close.		214					
24 Kent School	H. G. White.		333					
25 Brown School	H. J. Baker.		269					
26 Oakwood Coll. Institute	J.N. Shorthill		186	S.IV J. IV Forms I, II	1½ to 2¼ hours	These two high schools have in addition to the equipment of the Public School centres, lathes and other machine tools for wood working.		
27 Riverdale Coll. Institute	E. Faw		213					

28 Essex School	A.J.Rostance	$1,800	280					
29 Ryerson School	G. Pomeroy		231					
30 Perth Avenue	S. W. Davidson.		200					
31 Normal Model School	J. H. Wilkinson.	$1,600	100		1½ hours	In addition to the woodwork Elementary Manual Training is taken throughout the lower grades by the Model School teachers		
32 Kingston Public Schools	A. Hatch.	$1,600	236	III, IV	1½ to 2 hrs,	A basement room	Bench work.	The elementary work is taken by the Manual Training teacher every afternoon in the public schools.
33 Brantford Public School	A. Styles.	$1,300	386	S. IV, J. IV S. III, J.III.	1½ hours	Separate building.	Wood work and wood turning.	Voluntary class Saturday mornings in mechanical drawing.
34 Brantford Coll. Institute	J. A. Mutter.	$1,550	85	I, II	2½ hours	Separate shops provided for bench work, forging, turning and drawing.	20 benches, 4 wood turning lathes, 1 engine lathe, band saw, 8 forges, motors. etc.	The work is carried on in special rooms provided in the Collegiate Institute
35 Brockville Public Schools.	G. E. Cox,	$1,200	230	III, IV	2 hours	Separate building.	27 benches, 1 wood turning lathe.	No Manual Training in Collegiate Institute.
36 Stratford Coll. Institute	J. Tench.	$1,500	300	J. IV to Form III Public and Separate.	1½ and 2 hrs.	Separate building.	Woodshop, forge and machine shop and store room.	
37 Stratford Romeo School	D. W. Gillies.	$1,200	325	J. III to S. IV	1½ to 2 hours	A large house on the school grounds has been remodelled and well equipped for this work.	20 benches with the usual tool equipment.	A well kept and well decorated room.
38 Stratford Normal School	S. Pickles.	$1,600	Normal	Students.	1 hour	Two rooms.	Cardboard work and wood work.	

I. MANUAL TRAINING CENTRES—Continued

Location of Centre	Teacher	Salary	No. of Pupils	Grades	Length of Lesson	Accommodation	Equipment	Remarks
39 Woodstock Coll. Institute.	J. S. Mercer.	$1,550	168	J. IV to Form III	2 hours 2⅔ hours	Separate building	Bench work, wood turning, forging, machine shop, beaten metal, mechanical drawing.	The Commercial, Second and Third forms take metal work.
40 Guelph Public Schools....	J. T. Power.	$1,425	318	J. III to Com.	1½ to 2 hrs.	47 ft. x 24½ ft. x 13 ft.	7 vices and 1 forge in addition to ordinary wood work,	No Manual Training in the Collegiate Institute.
41 Guelph Machinery Hall...	This offers courses of one academic year for persons wishing to become teachers of Manual Training.							
42 Guelph Consolidated School		$200	47	J. III, J. IV	2½ hours	25 ft. x 33 ft. x 11½ ft.	20 benches with tools.	Manual Training suitable for rural districts.
43 Kitchener Collegiate Institute.....	D. W. Houston.	$1,700	223	J. IV, S. IV; I. II, III	1½ to 2⅔ hrs.	Wood shop, forge shop, machine shop.	Benches, wood-turning lathes, drawing tables, forges, drill, band saw, grinder.	
44 Hamilton Technical and Art School.....	Fred. Taylor	$1,500	255	Forms I, II of the Collegiate Institute and Form IV of Public Schools	1½ hours		Wood working, wood turning and mechanical drawing.	This accommodation is provided in the Technical School for Collegiate Institute and Public School pupils.
45 Wentworth Street School, Hamilton.....	W. L. Carson	$1,300	235	J. IV to Com.	1½ and 2 hrs.	2 rooms. 24 ft. x 32 ft. x 8 ft. 6 in.	20 benches and usual equipment.	
46 Caroline Street, Hamilton.	A. E. Wilcox.	$1,600	231	J. IV to Com.	1½ and 2 hrs.	22 ft. x 30 ft. x 14 ft.	20 benches and usual tool equipment.	
47 Normal School, Hamilton.	A. J. Painter.	$1,700	136	J. IV to Com.	1½ and 2 hrs.	Two Rooms.	20 benches and usual tool equipment.	In addition to Normal students.

48 King George, Hamilton ...	F. Bowers ..	$1,300	270	J. IV to Com.	1½ to 2 hrs.	Class Room.	20 benches and usual equipment.	
49 Collegiate Inst., London ..	G. A. Andrus	$1,800	200	II	1⅜ hours.	39 ft. x 26 ft. x 15 ft.	30 benches and usual tool equipment.	
50 Normal School, London ...	S. Pickles.	$1,600				Two rooms.	20 benches with usual tool equipment.	Manual Training for Normal Schools.
51 St. George's, London	O. R. Pengelley		147	IV	2 hours	30ft. x 30 ft. x 8ft.	20 benches with usual tool equipment.	Basement room.
52 Lorne Avenue, London. ...	J. B. Pengelley	$1,200 $1,200	114	IV	2 hours.	31ft. x 23 ft. x 8ft.	20 benches with usual tool equipment.	Basement room.
53 Aberdeen Avenue, London.	W. A. Adams	$1,500	143	IV	2 hours.	Ordinary class room.	" "	
54 Queen Alexandra, London.			62	IV	2 hours.	" "	" "	
55 Chesley Avenue, London...								
56 Boyle School, London.....								
57 Tecumseh School, London.								
58 Ryerson School, London...	The rooms in the recently opened London Schools are amongst the best public school manual training rooms in the Province.							
59 Riverview School, London.								
60 Ingersoll Collegiate Inst..	L. R. White.	$600	206	J. IV to F. II	2 hours.	A separate building.	20 benches, forge, lathes.	
61 Cornwall Public School...	D. N. Cornell.	$1,050	95	J. III, IV	2 hours.	Basement.	20 benches and tools.	
62 St. Thomas.....	J. Thompson	$1.100	314	S. III to I	1½ and 2 hrs.	18 ft. x 90 ft.	20 benches with tools.	
63 Galt Collegiate Institute..	F. E. Braucht.	$1,500	234	IV, F.I, II, III	1½ to 2 hours.	47 ft. x 26 ft. x 10 ft.	20 benches and tools.	Band saws, lathes and planer have been added to the equipment.
64 Owen Sound Collegiate Institute.....	W. S. Mann .	$1,200	202	IV, F III	1½ to 2 hours	35 ft. x 10½ ft. x 24 ft.	Bench work wood turning	
65 Rittenhouse School.....	This is a rural school, the basement of which is fitted as a Manual Training room with 6 double benches and the necessary tools							
66 Collingwood.....	J. Sayers	$1,250	240	IV, J. Form I	1½ to 2 hours	A room in the Public Library is used.		
67 North Bay Normal Sch....	A. Chambers	$1,300	Accommodation and equipment as in other Normal Schools.					
68 Peterborough Normal Sch.	A. F. Hagerman	$1,200	Accommodation and equipment as in other Normal Schools.					
69 Peterborough Public Sch..			138	III J IV I Coll I	.....	Two class rooms.	20 benches, with usual tool equipment.	
70 Port Arthur.....	F. G. Phelan	$1,575	142	IV, F. I, II	2 hours.	Two rooms.	20 benches.	

I. MANUAL TRAINING CENTRES—Concluded.

Location of Centre	Teacher	Salary	No. of Pupils	Grades	Length of Lesson	Accommodation	Equipment	Remarks
71 Sault Ste. Marie.....	T. J. Later,	$1,600	168	IV, F. I, II, III	2 hours.	Wood shop, forge shop, drawing room.	26 benches, lathes, forges, etc.	
72 Smith's Falls.....	W. F. Ferguson	$1,600	140	IV, P S I, H S	1½ to 2 hours	Basement room.	Ordinary woodwork equipment.	
73 Douglas Ave, Windsor.....	C. DeGroat	$1,350	232	S III to II F.	1½ hours	Basement rooms.	Ordinary woodwork equipment	
74 Assumption St., Windsor...								
75 Wyandotte Sch., Windsor..	Norval		127					
76 Public School, Walkerville.	McKim.	$1,250	188	S III to II F.	1½ hours	" "	" "	
77 " " Paris			60	IV	1½ hours	" "	" "	
78 " " Amherstburg	Temporarily discontinued owing to difficulty of securing part time teacher.							
79 " " Orangeville.	A voluntary class on Saturday morning.							
80 Fort William.....	.....	$1,500	226	S III to F. II	2 hours		" "	
81 Chatham.....	A. V. Shackleton	$1,200	136	IV, I, II	2 hours		" "	
82 Listowel Public Schools ..	Elementary Manual Training and a small woodworking equipment.							

II. HOUSEHOLD SCIENCE CENTRES

Location of Centre	Teacher	Salary	No. of Pupils	Grades	Length of Lesson	Accommodation	Equipment	Remarks
1 Model School, Ottawa.....	A. E. Green.	$1,060	149	All	½ to 1½ hrs,	36 ft x 36ft x 14 ft 18 ft x 18 ft x 14 ft	Cookery. Needlework.	A separate dining-room with service is furnished.
2 Applied Arts Sch., Ottawa	L. L. White G. Calhoun	$800 $1,700		8	1½ hrs.		Cookery. Needlework.	Sewing machines are provided in needlework equipment.
3 First Avenue.....	Lily M. Ross.	$1,200	808					
	M. M. Johnson	$800			1½ hrs.			
	Helen Plewes	$800						
4 Manual Arts School.....								In addition to the teachers named a number of kindergarten teachers take sewing in the lower grades under the Supervisor of Household Science.
5 Cambridge St., Ottawa...								School lunches are served from three centres.

TORONTO								
6 Queen Alexandra School	L. E. Snell,	$950	280	IV	1½ to 2 hrs.	27 ft x 36 ft x 14 ft	All rooms are equipped alike with accommodation for 24 girls at one time taking cookery.	The work is carried on at present without any supervisor.
7 Dewson Street "	E. Calder...	$900	243	"	"	40 ft x 40 ft x 14 ft		
8 King Edward "	Mary Foote,	$1,150	293	"	"	36 ft x 24 ft x 13 ft		
9 Wellesley "	H. Alexander	$1,100	216	"	"	36 ft x 20 ft x 13 ft		
10 Winchester "	J.M. Williams	$1,150	320	"	"	36 ft x 24 ft x 13 ft		
11 Parkdale "	Gert. Dobson		287	"	"	36 ft x 24 ft x 13 ft		
12 Kent "	H. Hendry..	$700	308	"	"	School kitchen.		
13 Annette St. "	H. Wright..	$800	250	"	"	"		
14 Kimberley "	A. Carpenter	$850	252	"	"	"		
15 Manning Avenue	M. Sinclair..	$800	285	"	"	"		
16 Brown School	Kathleen Vaughan.	$950	276	"	"	"		
17 Oakwood Coll. Inst.	I. Sutherland	$1,100	296					
18 Perth Avenue	C. M. Smythe	$1,200	270					
19 Housewifery Centre—Orde Street			Three teachers are employed to give instruction to 231 girls of all grades in general housewifery practice. Each girl receives ½ day's instruction per week. The quarters provided consist of a flat of 7 rooms.					
20 Technical High School			Two kitchens are equipped here, and a large and varying number of regular and special students take courses at different periods in various subjects.					
21 Normal School	N. Ewing.	$1,060	Normal School Students and Model School pupils are taken.					
22 Riverdale Coll. Inst.	E. M. Miller.	$1,100	261	J. IV., S. IV I, II	1½ to 2¼ hrs.	A large room well equipped as a kitchen and dining room.		
23 Lee School, Toronto	J. Noble....							
24 Essex School, Toronto								
25 Ryerson School, Toronto	J. C. Pease..							
26 Kingston Pub. Schools	E. A. Booth..	$700	402	III, IV	1½ and 2 hrs.	33 ft x 21 ft x 24 ft	Cookery, needlework	
27 Brantford Coll. Institute	F.M.McNally	$800	153	IV, F's I, II,	1½ and 2 hrs.	27 ft x 31 ft x 13 ft	Cookery,	
28 Brantford Public Schools	M. Longstreet....	$600	483					
29 Brockville Pub. Schools	A. Kendall.	$655	234	III, IV	2 hours.	36 ft x 27 ft x 8½ ft	Cookery.	A separate building.
30 Stratford Normal	A. Neville.	$960	Normal School Students only.					
31 Stratford Coll. Institute	B. A. Miller	$800	239	IV, F. I, II	1½ and 2 hrs.	Kitchen and dining room.	Equipped for 28.	
32 Romeo School, Stratford	H. Campbell	$700	295	J. III to S. IV	1½ to 2 hrs.	A large house has been admirably adapted.		
33 Woodstock	L. K. White	$750	192	J. IV to F. III	2 hours.	33 ft. x 24 ft x 8 ft	Equipped for 24.	
34 Guelph Pub. School	E. MacVannel.	$850	354	III, IV	2 hours.	39 ft x 24 ft x 13 ft	Cookery, needlework.	Girls of Coll. Inst. take no Household Science.

II. HOUSEHOLD SCIENCE CENTRES—Concluded

Location of Centre	Teacher	Salary	No. of Pupils	Grades	Length of Lesson	Accommodation	Equipment	Remarks
35 Guelph Consolidated Sch..	E. J. Rogers	$675	60	All.	2 hours.	32 ft x 27 ft x 11½ ft	Cookery, needle-work.	A rural school.
36 Kitchener Collegiate Inst..	Marion Boyd	$900	222	IV, F. I, II	1½ to 2⅔ hrs.	Kitchen and dining room.	Cookery, needle-work.	School lunches served.
37 St. Thomas	E. Palmer..	$900	253	S. IV, J. IV, I, II	1½ hours.	Kitchen and dining room.	Cookery, needle-work.	
38 Collingwood	E. McGregor	$750	309	J. III to F. II	1½ hours.	Kitchen.	Cookery, needle-work.	
39 Port Arthur	J. D. Ross	$950	191	J. III to F. II	2 hours.	Kitchen and dining room.	Cookery, needle-work.	
HAMILTON								
40 Wentworth Street	M. M. Taylor	$700	269	III, IV	1½ and 2 hrs.	Kitchen.	Cookery, needle-work.	Miss Strong, of the Technical School acts as Supervisor.
41 Caroline Street	H. G. Campbell	$650	236	III, IV	"	"	" "	
42 King Edward	A. E. Fairlie	$600	274	III, IV	"	"	" "	
43 King George, Hamilton	C. Z. Haist	$600	270					
44 Collegiate Institute	I. W. Strong	$800	323	S. III to F. II.	"	"	Cookery.	
45 Normal School, Hamilton..	C. Elliott.	.....	142	S. III to Com.	1½ and 2 hrs.	This is Public School work in addition to the training given to Normal students.		
LONDON								
46 Collegiate Institute	M. C. Macpherson.	$1,500	232	I, II, III	1½ to 1½ hrs.	Kitchen.	Cookery.	
47 Normal School	A. B. Neville	$960	Normal students only.					
48 Talbot Street	I. Craig		62					
49 Boyle School	M. Cook	$550	113	VI, VII, VIII	Two hours.	Kitchen.	Cookery.	
50 Victoria Street	.....	$550	124			"	"	
51 Alexandra School	M. Stuart.	$550	74					
52 Chesley Avenue								
53 Aberdeen School								
54 Tecumseh School	The new centres opened here are among the best in the Province.							
55 Ryerson School								
56 Riverview School								

57 Ingersoll	E. Neiker	$500	197	J. IV to F. II	2 hrs.	Temporary room.	Cookery, needlework.	5 classes.
58 Galt Collegiate Institute	G. M. Crowe	$800	226	IV, F.I, II, III	1½ to 2 hrs.	50 ft x 27 ft x 11 ft	Cookery, sewing, laundry.	School lunches served
59 Owen Sound Coll. Institute	F. P. Pritchard	$750	256	IV to F. II	1¼ to 2 hours.	30 ft x 40 ft x 10 ft	Cookery, needlework.	
60 North Bay Normal	M. C. McKay	Normal students. Public School pupils also take the work here.						
61 Peterborough Nor. Sch.	E. Ferguson	.....	In addition to the Normal students Public School and Collegiate					
62 Peterborough Pub. Schs		$900	Institute pupils take the work at both schools.					
63 Sault Ste. Marie	M. P. Shaw.	$700	158	IV, F.I, II, III	2¼ to 2½ hrs.	Kitchen, dining-room, sewing room.	Equipped with electric stoves.	
64 Niagara Falls	Recently opened.							
65 Niagara Falls South High School	R.V.Gardiner	.....	22	I, II	2 hrs.	Kitchen,	Equipped for 24.	
66 Paris	Grace Munt	$600	108	III, J. IV	2 hrs.	Large kitchen.	"	
67 Belleville	R. G. Templeton.	$600	214	III, IV, F. I, II, III	2 hrs.			
68 Smith's Falls	Flor. Pringle	$700	150	S. IV, F. I, II, III	1¾ hrs.	Kitchen, dining room and sewing room.	Equipped for 24.	Equipped with Electric stoves and ranges.
69 Wyandotte Sch., Windsor	M. Bobier							
70 Douglas Avenue, Windsor		$860	209	S. III, to II	1½ hrs.	Kitchen.	Equipped for 24.	" "
71 Assumption St., "	M. Edwards	$860	186	S. III, to II	1½ hrs.	Kitchen.	Equipped for 24.	" "
72 Walkerville			67	S. III, J. 4	1½ hrs.	Kitchen and dining room.	Equipped for 24.	" "
73 Separate School, Hamilton.	Temporarily closed.							
74 Fort William	E.M.Everson	$1,100	282	S. III, I, II, III	1½ to 2 hrs.	Kitchen.	Equipped for 24,	
75 Chatham	A. Grassie	$900	204	IV, F. I, II	2 hrs.	.....	Enamelled steel equipment with Electric stoves.	
76 Oak Ridges, U.S.S. No. 1. King	Elementary Household Science in Rural Schools. A rural school equipment on the lines laid down in the Department's manuals on "Household Management" and "Sewing" is installed in these schools.							
77 Dennis Ave. S.S. No. 28 York, Mt. Dennis								
78 Belle Ave. S.S. No. 28 York, Mt. Dennis								
79 Islington, S.S. No. 8 Etobicoke								

Toronto, December 30th, 1916.

APPENDIX K

THE LIBRARY OF THE DEPARTMENT

THE HONOURABLE R. A. PYNE, M.D., LL.D.,

Minister of Education for Ontario.

SIR,—I respectfully submit the Report of the Library of the Department for 1916. A series of comparative tables are given to set forth the different services rendered by the Library, and to show its growth.

The number of books loaned from year to year has increased rapidly, has indeed all but doubled in the past four years. It is especially gratifying to learn that the demand for books from places outside Toronto, has grown from fifty-eight centres in 1915 to ninety-eight in 1916. This phase of our work is proving very helpful to teachers and students, and deserves every encouragement.

I must, again, draw attention to the crowded condition of the Library, and to the lack of reading and reference rooms for the 261 students in attendance at the Normal School. Because of this lack, these students are deprived of an opportunity to become acquainted with the various educational journals received from month to month, have no place in which to consult the many reference books which the Library contains, and have no facilities for making notes in connection with their studies. Ample space has been provided in all the other Normal Schools for this work. The rooms formerly devoted to these purposes, but given temporarily to the Workmen's Compensation Board, should be restored to the Library, and the students given an opportunity to profit by the large number of books and periodicals provided for them, but, in the main, not available because of the conditions described.

I have the honour to be Sir,

Your obedient servant,

GEO. E. BARNES, *Acting Librarian.*

The Library, Toronto, January 4, 1917.

TABLE A

Number of Books Loaned, 1907-1916

Books given out in the month of—	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916
January	787	850	400	1,122	1,013	1,046	950	1,571	2,169	2,251
February	831	883	1,180	893	975	1,138	1,126	1,715	2,063	2,387
March	704	1,062	1,263	594	1,228	1,098	625	1,799	1,784	2,799
April	691	661	464	630	438	719	1,004	738	1,385	1,324
May	739	756	807	622	673	915	1,213	1,362	1,368	1,591
June	456	388	315	395	381	398	956	602	582	617
July	176	227	250	450	298	202	590	753	1,073	1,126
August	124	120	96	119	76	130	132	447	658	611
September	388	312	112	297	188	408	212	405	519	578
October	805	1,011	356	682	289	330	560	1,819	1,482	1,686
November	1,045	1,236	1,271	1,235	1,165	1,031	1,385	2,348	2,328	1,944
December	352	707	247	495	379	533	1,154	2,371	1,631	1,230
Totals	7,098	8,213	6,761	7,534	7,103	7,948	9,907	15,930	17,042	18,144

TABLE B

Number of Books Purchased in 1916

General Works	4	Useful Arts	36
Philosophy	18	Fine Arts	128
Religion	2	Literature	70
Sociology	129	History	122
Philology	50		
Natural Science	37	Total	596

TABLE C

Number of Books Donated to the Library during the Years 1909-1916

——	1909	1910	1911	1912	1913	1914	1915	1916
Text-Books	15	21	27	15	21	13	55	20
Miscellaneous	47	87	110	82	64	72	53	44
Totals	62	108	137	97	85	85	108	64

TABLE D

Number of Newspapers and Magazines Received during the Years 1911-16

——	1911	1912	1913	1914	1915	1916
Number of daily and weekly newspapers received	96	96	96	96	103	104
Number of magazines and other periodicals received	132	131	132	137	127	126
Totals	228	227	228	233	230	230

TABLE E

Books, Magazines, etc., Bound During the Years 1904-1916

1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916
81	45	217	58	148	149	171	158	207	188	255	182	70

TABLE F

Number of Periodicals and Magazines Loaned in 1916

January 186	April 149	July 109	October 199
February 178	May 176	August 102	November 197
March 164	June 137	September 120	December 146
			Total 1,863

TABLE G

Number of Reference Books (loans not included) consulted during 1916

January 1,307	April 750	July 1,105	October 986
February 1,515	May 1,007	August 870	November 1,301
March 1,546	June 496	September 423	December 661
			Total 11,967

APPENDIX L

RURAL SCHOOL LIBRARIES, OCT. 1st, 1915, TO OCT. 1st, 1916

Inspectorate	No. of schools purchasing books to the amount of $10.00 during the year	Total amount expended by such schools during the year for books recommended	Total Government grant	No. of rural public school libraries in inspectorate	No. of libraries established during year
		$ c.	$ c.		
Algoma	5	53 42	40 07	47	3
Brant, etc	2	22 35	16 76	78	.....
Bruce, East	3	30 00	22 50	85	.....
Bruce, West	35	483 13	315 60	83	.....
Carleton East	8	118 08	76 49	76	.....
Carleton West and Lanark East	14	211 86	130 68	77	3
Dufferin	17	196 51	145 66	87	8
Dundas	38	653 62	360 08	74	.....
Elgin, East	24	278 67	192 92	75	.....
Elgin, West	.....	.....	.....	29	.....
Essex	27	500 12	255 45	92	1
Frontenac, North, and Addington	9	110 47	78 98	70	1
Frontenac, South	12	144 90	101 83	94	1
Glengarry	1	11 89	8 92	73	.....
Grey, East	3	33 00	24 76	74	.....
Grey, South	43	606 71	400 71	66	.....
Grey, West	9	111 53	76 95	72	.....
Haldimand	19	217 99	157 44	71	.....
Haliburton	.....	.....	.....	71	.....
Halton, etc	8	104 73	67 40	67	.....
Hastings, Centre	3	33 02	24 76	73	.....
Hastings, North, South Nipissing and N. W. Parry Sound	27	396 74	244 54	88	.....
Hastings, South	7	77 38	57 76	50	.....
Huron, East	31	408 63	269 91	84	3
Huron, West	2	21 20	15 91	99	.....
Kenora and Thunder Bay West	5	79 55	47 50	32	3
Kent, East	38	557 87	348 35	70	2
Kent, West	2	21 90	16 43	63	.....
Lambton, East	8	92 77	69 39	84	.....
Lambton, West	3	41 59	25 75	81	.....
Lanark	12	126 97	94 88	67	.....
Leeds and Grenville, No. 1	.....	.....	.....	75	.....
Leeds and Grenville, No. 2	3	40 71	26 50	79	.....
Leeds and Grenville, No. 3	11	118 81	89 09	64	.....
Lennox	.....	.....	.....	73	.....
Lincoln and Pelham Tp	39	516 46	339 64	77	.....
Manitoulin, etc	3	48 88	27 94	84	.....
Middlesex, East	11	134 82	90 25	101	.....
Middlesex, West	4	42 44	31 82	78	.....
Muskoka, South and West	19	245 22	168 70	78	1
Norfolk	2	28 95	18 06	82	.....
Northumberland and Durham, No 1	4	40 00	30 00	63	.....
Northumberland and Durham, No. 2	3	57 00	29 00	70	.....
Northumberland and Durham, No. 3	8	91 41	67 86	62	1
Ontario N., and Parry Sound, N. E.	8	104 62	69 49	72	1
Ontario, South	1	10 00	7 50	63	.....
Oxford, North	12	142 13	102 24	58	1
Oxford, South	5	60 01	41 58	48	.....
Parry Sound, South	7	115 70	66 89	73	.....
Peel	15	178 89	127 60	72	.....
Perth, North	.....	.....	.....	68	.....
Perth, South	6	89 61	49 42	44	.....
Peterborough, East	26	308 40	209 80	71	.....
Peterborough, West, and Victoria, E.	12	147 69	101 32	54	1
Prescott and Russell	18	235 81	158 25	85	2

RURAL SCHOOL LIBRARIES, OCT. 1st, 1915, TO OCT. 1st, 1916.—Concluded

Inspectorate	No. of schools purchasing books to the amount of $10.00 during the year	Total amount expended by such schools during the year for books recommended	Total Government grant	No. of rural public school libraries in inspectorate	No. of libraries established during year
		$ c.	$ c.		
Prince Edward	10	114 14	84 88	71	.....
Rainy River and Thunder Bay E.	1	44 25	10 00	52	.....
Renfrew, North	8	104 83	67 48	74	.....
Renfrew, South	2	32 92	18 11	80	.....
Simcoe, East	4	53 95	34 71	57	.....
Simcoe, North	11	147 85	94 77	58	.....
Simcoe, South West	1	10 01	7 51	72	.....
Stormont	22	311 93	199 64	75	.....
Sudbury, North Nipissing, etc	10	152 22	93 42	43	.....
Timiskaming	.....	.....	.....	38	.....
Victoria, West	16	181 72	131 76	72	.....
Waterloo, North, No. 1	21	301 40	194 63	40	3
Waterloo, South, No. 2	15	230 66	142 28	40	1
Welland	10	129 01	86 87	59	1
Wellington, North	7	95 06	65 06	49	3
Wellington, South	23	323 81	199 15	67	.....
Wentworth	22	396 30	209 87	65	.....
York, East	25	354 86	219 13	52	2
York, North	28	332 94	234 45	65	.....
York, West	8	113 08	74 43	40	1
Roman Catholic Separate Schools:					
Inspector Finn	11	124 10	110 00	31	.....
" Jones	6	92 82	60 00	21	3
" Lee	30	332 13	300 00	48	.....
" Power	.....	.....	.....	1	.....
" Sullivan	3	38 26	30 00	32	.....
Totals, 1915-1916	926	12,522 41	8,209 48	5,248	46
Totals, 1914-1915	1,405	18,943 03	8,177 44	5,137	62
Increases	.....	.....	32 04	111	.....
Decreases	479	6,420 62	.....	.....	16

APPENDIX M

CADET CORPS, 1916

Collegiate Institutes, High, Continuation, Public and Separate Schools having Cadet Corps with at least twenty members between the ages of 14 and 18 years in the case of Public and Separate Schools, and between 16 and 18 years in other cases.

Collegiate Institutes: Barrie, Brantford, Brockville, Clinton, Cobourg, Collingwood, Fort William, Galt, Goderich, Guelph, Hamilton, Ingersoll, Kingston, Kitchener-Waterloo, Lindsay, London, Morrisburg, Napanee, North Bay, Orillia, Ottawa, Owen Sound, Perth, Peterborough, Picton, Port Arthur, Renfrew, Ridgetown, St. Mary's, St. Thomas, Sarnia, Seaforth, Smith's Falls, Stratford, Toronto (Harbord, Humberside, Jarvis, Malvern, Oakwood, Parkdale, Riverdale), Vankleek Hill, Windsor, and Woodstock. Total, 44.

High Schools: Belleville, Caledonia, Campbellford, Carleton Place, Essex, Fergus, Haileybury, Iroquois, Kemptville, Meaford, Mitchell, Mount Forest, Newmarket, Oshawa, Parry Sound, Pembroke, Port Hope, Prescott, Sault St. Marie, Sydenham, Tillsonburg, Toronto (North, and Technical), Trenton, Watford, Welland, Wiarton. Total, 27.

Continuation Schools: Cannington, Lakefield and Southampton. Total, 3.

Public Schools: Belleville (2), Blenheim, Brantford (4), Brockville, Carleton Place, Chatham, Dresden, Dundas, Fort Frances, Fort William (5), Guelph (2), Hamilton (9), Keewatin, Kenora, London, Midland, North Bay, Ottawa (12), Port Arthur (4), Port Hope, St. Catharines, St. Thomas, Shallow Lake, Stratford, and Toronto (49). Total, 104.

R. C. Separate Schools: Hamilton, and Toronto (2). Total, 3.

Total number of Cadet Corps, 181.

APPENDIX N

SUPERANNUATED TEACHERS

* Allowances Granted during 1916

Regis. No.	Name	Age	Post Office	Years of Service	Allowance
					$ c.
1254	†Batchelor, Wm. A.....	68	Belleville	8	84 00
1255	Cowling, Robert.....	60	704 Logan Ave., Toronto	24½	168 50
1256	Gray, Henry	62	760 Keele St., Toronto.....	43½	304 50
1257	‡Squair, J	65	368 Palmerston Ave., Toronto	35	124 50
1258	‡Harvey, Rowland O	63	Woodbridge.....	26	91 25
1259	‡Witheril, Ebenezer Rufus ..	63	199 Carlton St., Toronto	42½	149 00
1260	‡Smith, Wm. Henry	69	Port Dover	51½	156 50
1261	‡Morton, Wm. Connor.....	65	6 Mapleside Ave., Hamilton .	44½	156 00
1262	Sinclair, Samuel Bower	61	Gordon Bay.....	24	168 00
1263	‡Kinney, Robt. M. D	77	Box 335, Brockville	55	194 50
1264	May, Wm. Fisher	64	Mitchell	27	185 00

Summary for Years 1882-1916

Year	Number of Teachers on List	Expenditure for the Year	Gross Contributions to the Fund	Amount Refunded to Teachers
		$ c.	$ c.	$ c.
1882.....	422	51,000 00	13,501 08	3,660 10
1887.....	454	58,295 33	1,489 00	3,815 80
1892.....	456	63,750 00	1,313 50	786 86
1897.....	424	62,800 33	847 00	620 27
1902.....	407	64,244 92	1,073 50	722 78
1907.....	375	63,018 55	766 00	764 54
1912.....	297	§52,696 90	§504 65	§443 01
1915.....	274	§51,927 75	§560 35	§219 05
1916.....	266	§50,909 50	§464 52	§220 12

Two teachers' subscriptions were withdrawn from the fund during the year ending 31st October, 1916.

*As the sum of $4 is deducted from each Superannuated Teacher's allowance as subscription to the fund, the payments were $4 less in each case than given in this list.

†Payment commenced September, 1915.

‡Payment commenced September, 1916.

§For fiscal year ending 31st October.

APPENDIX O

FINANCIAL STATEMENT OF THE FACULTIES OF EDUCATION

I.—UNIVERSITY OF TORONTO FACULTY OF EDUCATION

Financial Statement for the Year Ended 30th June, 1916.

Receipts

Provincial Grant:		
Received on account thereof	$6,000 00	
Balance for 1915-16 still due from Provincial Government	9,000 00	
		$15,000 00
Fees:		
Teachers in training	$7,849 00	
Pupils in University Schools	23,106 50	
		$30,955 50
		$45,955 50

Expenditures

1. *Salaries.*

W. Pakenham, Professor of History and Science of Education (also Dean of Faculty), 12 mos. to 30th June	$3,800 00
Associate Professors, each 12 mos. to 30 June:	
H. J. Crawford, also Headmaster of University Schools	3,200 00
P. Sandiford	3,000 00
Lecturers in Methods; also Chief Instructors, University Schools, each 12 mos. to 30th June:	
G. A. Cornish, Science	2,500 00
J. T. Crawford, Mathematics	2,500 00
O. J. Stevenson, English and History, 1st July to 31st August, at $2,300 (resigned)	383 32
G. M. Jones, English (10 payments)	2,500 00
W. C. Ferguson, French and German	2,400 00
F. E. Coombs, Elementary Subjects	2,400 00
S. W. Perry, Art and Commercial Work	2,200 00
Assistant Instructors in University Schools:	
T. M. Porter, 12 mos. to 30th June	2,200 00
H. A. Grainger, 12 mos. to 30th June	2,200 00
J. A. Irwin, 12 mos. to 30th June	2,100 00
J. O. Carlisle, 12 mos. to 30th June	2,000 00
J. G. Workman, 12 mos. to 30th June	2,000 00
W. J. Dunlop, 12 mos. to 30th June	1,900 00
A. N. Scarrow, also Instructor in Faculty of Education, 12 mos. to 30th June	1,900 00
H. G. Manning, at $1,800 (war service, half pay)	900 00
A. R. M. Lower, substitute for Manning, salary for 10 teaching months	1,600 00
G. A. Cline, at $1,800 (war service, half pay)	900 00
C. L. Brown, substitute for Cline, salary for 10 teaching months	1,800 00
W. L. C. Richardson, 12 mos. to 30th June	1,800 00
G. N. Bramfitt, also Instructor in Faculty of Education, at $1,800, 1st July to 30th September, $450; war service, half pay, from 1st October, $675	1,125 00
D. J. Gray, substitute for Bramfitt, salary for 9 teaching months	1,350 00
N. L. Murch, 12 mos. salary (10 payments)	1,700 00
D. E. Hamilton, 12 mos. to 30th June	1,600 00
E. L. Daniher, 12 mos. salary (10 payments)	1,500 00
Miss L. L. Ockley, Instructor in Household Science (Sessional, paid also in Faculty of Household Science)	100 00

Supervisors of Practice-teaching (Sessional):		
J. Jeffries, High Schools	100 00	
W. E. Groves, Public Schools	100 00	
Miss L. Swinarton, Stenographer in Dean's Office, 12 mos. to 30th June	675 00	
		$54,433 32

2. *Education Building and Department.*

(*a*) Maintenance of Building:		
Fuel	$1,122 84	
Light	433 34	
Water	142 52	
Caretaker's supplies	311 82	
Cleaning	1,171 68	
Repairs and renewals	855 67	
Engineer and caretaker, S. Hunter, 12 mos. to 30th June	1,200 00	
Firemen at $50 per month:		
R. Bullock, 4½ months	225 00	
J. Banford, 3½ months	175 00	
A. Bennett, 29 days	48 32	
Messengers:		
S. Green, 29 weeks, 4 days, at $4 per week	118 67	
A. Scott, 21 weeks, 4 days, at $4.75 per week (paid also as laboratory attendant under Department)	103 71	
		$5,908 57
(*b*) Maintenance of Department:		
Payment to City Board of Education for use of schools, 22 rooms at $1.50 a room	$3,300 00	
Clerical and laboratory assistance	645 75	
Office expenses, printing, postage, class-room supplies and sundries	3,766 84	
		7,712 59
		$68,054 48

NOTE.—In the above statement no charge has been made upon the Faculty of Education for any portion of the general expenses of University administration, such as Library, Examination, etc.

F. A. MOURÉ, *Bursar.*

Toronto, 19th October, 1916.

II.—UNIVERSITY OF QUEEN'S COLLEGE FACULTY OF EDUCATION

Financial Statement for the Year 1916

Receipts

Surplus from 1915	$113 44	
Fees	1,808 00	
Ontario Government	12,000 00	
Overdraft	08	
		$13,921 52

Expenditures

Salaries:		
Dean Coleman	$3,700 00	
W. E. Macpherson	2,750 00	
Arts Professors	125 00	
Summer School	300 00	
Willa Atkins	423 00	
Edna Booth	100 00	
Nora Strowger	50 00	
Victoria Wiltshire	50 00	
Alice King	100 00	
		7,598 00

Board of Education, as per agreement		5,000 00
Travelling Expenses:		
W. E. Macpherson	$22 25	
Dean Coleman	121 00	
W. G. Anderson	13 45	
R. H. Hicks	25 00	
		181 70
Presiding Examiners		240 40
Printing and Stationery:		
Paul Munro	$27 50	
Jackson Press	163 55	
R. Uglow & Co.	68 41	
C. W. Lindsay	40 00	
G. M. Hendry & Co.	12 00	
M. Kirkpatrick	53 05	
Journal of Commerce	1 00	
British Whig Pub. Co.	60	
Stamps	75 00	
Copp, Clarke Co.	1 12	
		442 23
Advertising, Queen's University Share		250 00
Library, Miss L. Saunders		150 00
Office Furniture and Equipment:		
R. J. Lindsay	$1 64	
The Topley Co.	2 55	
T. F. Harrison Co.	8 75	
		12 94
Sundries:		
Bell Telephone Co.	$40 55	
Express and Telegrams	5 70	
		46 25
		$13,921 52

Audited and found correct,

January 9th, 1917. R. E. Burns, C.A.

APPENDIX P

LIST OF INSPECTORATES AND INSPECTORS

Inspectorates	Public School Inspectors	Post Office
Algoma District (in part); Cockburn Island; City of Sault Ste. Marie; Towns of Bruce Mines, Steelton, Thessalon	L. A. Green, B.A.	Sault Ste. Marie.
Brant County; Town of Paris; Sections 3, 8, 9, 14, 15, 17, 19, 21, 25 of Townsend Tp., Sections 1, 2, 10, 11, 12, 13 and 14 of Windham Tp. and Village of Waterford in Norfolk Co.	T. W. Standing, B.A.	Brantford.
Bruce, East; Towns of Chesley, Walkerton, Wiarton; Villages of Hepworth, Tara	John McCool, M.A.	Walkerton.
Bruce, West; Towns of Kincardine, Southampton; Villages of Lucknow, Paisley, Port Elgin, Teeswater, Tiverton	W. F. Bald, B.A.	Port Elgin.
Carleton, East; Town of Eastview	Thos. Jamieson, B.A.	Ottawa, 115 Strathcona Ave.
Carleton, West, and Lanark, East; Towns of Almonte, Carleton Place; Village of Richmond (Joint Inspectorate)	Willis C. Froats, M.A., B.Pæd.	Carleton Place.
Dufferin; Town of Orangeville; Villages of Grand Valley, Shelburne	W. R. Liddy, B.A.	Orangeville.
Dundas; Villages of Chesterville, Iroquois, Morrisburg, Winchester	J. W. Forrester, M.A.	Winchester.
Elgin, East; Town of Aylmer; Villages of Springfield, Vienna	J. C. Smith, B.A.	St. Thomas.
Elgin, West; City of St. Thomas; Villages of Dutton, Rodney, Port Stanley, West Lorne (Joint Inspectorate)	John A. Taylor, B.A.	St. Thomas.
Essex; Towns of Amherstburg, Essex, Ford, Kingsville, Leamington; Villages of Belle River, St. Clair Beach	D. A. Maxwell, B.A., LL.B., Ph.D.	Windsor.
Essex, N. (in part only)	W. J. Summerby	North Bay.
Frontenac, South; Villages of Garden Island, Portsmouth	S. A. Truscott, M.A.	Kingston.
Frontenac, North; and Addington (Joint Inspectorate)	M. R. Reid, M.A.	Sharbot Lake.
Glengarry; Town of Alexandria; Villages of Lancaster, Maxville	J. W. Crewson, B.A.	Alexandria.
Grey, East; Towns of Meaford, Thornbury; Village of Flesherton	Samuel Huff, B.A.	Meaford.
Grey, West; Town of Owen Sound; Villages of Chatsworth, Shallow Lake	H. H. Burgess, B.A.	Owen Sound.
Grey, South; Towns of Durham, Hanover; Villages of Dundalk, Markdale, Neustadt	N. W. Campbell, B.A.	Durham.
Haldimand; Town of Dunnville; Villages of Caledonia, Cayuga, Hagersville, Jarvis	Clarke Moses	Caledonia.
Haliburton and Muskoka East; Town of Huntsville (Joint Inspectorate)	R. O. White	Minden.
Halton; Sections 12, 13, 14 and 15 Beverly, 6 and 7 E. Flamboro, 9 and 10 W. Flamboro; Towns of Burlington, Milton, Oakville; Villages of Acton, Georgetown	James M. Denyes, B.A.	Milton.
Hastings Centre; Villages of Madoc, Marmora, Stirling, Tweed	J. E. Minns, B.A.	Madoc.
Hastings, South, and City of Belleville; Towns of Deseronto, Trenton (Joint Inspectorate)	H. J. Clarke, B.A.	Belleville.

List of Inspectorates and Inspectors—Continued

Inspectorates	Public School Inspectors	Post Office
Hastings, North; South Nipissing, and South-East Parry Sound Districts; Towns of Powassan, Trout Creek; Villages of Bancroft, South River, Sundridge (Joint Inspectorate)	Jas. Colling, B.A.	Bancroft.
Huron, East; Towns of Clinton, Seaforth, Wingham; Villages of Blyth, Brussels, Wroxeter	John M. Field, B.A., Ph.D.	Goderich.
Huron, West; Town of Goderich; Villages of Bayfield, Exeter, Hensall	J. Elgin Tom	Goderich.
Kenora District, and Thunder Bay (West); City of Port Arthur; Towns of Dryden, Keewatin, Kenora, Sioux Lookout (Joint Inspectorate)	John Ritchie	Port Arthur.
Kent, East; Towns of Blenheim, Bothwell, Dresden, Ridgetown; Village of Thamesville	Rev. W. H. G. Colles	Chatham.
Kent, West, and City of Chatham; Towns of Tilbury, Wallaceburg; Village of Wheatley (Joint Inspectorate)	J. H. Smith, M.A.	Chatham.
Lambton, East (No. 2); Town of Petrolea; Villages of Alvinston, Arkona, Oil Springs, Watford	N. McDougall, B.A.	Petrolea.
Lambton, West (No. 1); City of Sarnia; Town of Forest; Villages of Courtright, Point Edward, Thedford, Wyoming	Henry Conn, B.A.	Sarnia.
Lanark, West; Towns of Perth, Smith's Falls; Village of Lanark (Joint Inspectorate)	F. L. Michell, M.A.	Perth.
Lanark, East (see Carleton West).		
Leeds and Grenville (No. 1); Town of Gananoque; Villages of Newboro, Westport	James G. McGuire, M.A.	Brockville.
Leeds and Grenville (No. 2); Town of Brockville; Village of Athens (Joint Inspectorate)	W. C. Dowsley, M.A.	Brockville.
Leeds and Grenville (No. 3); Town of Prescott; Villages of Cardinal, Kemptville, Merrickville (Joint Inspectorate)	T. A. Craig	Kemptville.
Lennox; Town of Napanee; Villages of Bath, Newburgh (see also Frontenac, N.)	E. J. Corkhill, B.A.	Napanee.
Lincoln, and Pelham Tp; Towns of Niagara, Thorold; Villages of Beamsville, Grimsby, Merritton, Port Dalhousie (Joint Inspectorate)	W. W. Ireland, M.A.	St. Catharines.
Manitoulin Dist., Algoma Dist. (in part); Sudbury Dist. (in part); Towns of Blind River, Gore Bay, Little Current, Massey, Webbwood	James W. Hagan, M.A.	Gore Bay.
Middlesex, East; Village of Lucan	P. J. Thompson, B.A.	London.
Middlesex, West; Towns of Parkhill, Strathroy; Villages of Ailsa Craig, Glencoe, Newbury, Wardsville	H. D. Johnson	Strathroy.
Muskoka, South and West, District; Towns of Bala, Bracebridge, Gravenhurst; Village of Port Carling	H. R. Scovell, B.A.	Bracebridge.
Muskoka, East (see Haliburton).		
Nipissing, North (see Sudbury Dist.).		
Nipissing, South (see Hastings North).		
Norfolk; Town of Simcoe; Villages of Delhi, Port Dover, Port Rowan (see Brant Co.)	H. Frank Cook, B.A.	Simcoe.

List of Inspectorates and Inspectors—Continued

Inspectorates	Public School Inspectors	Post Office
Northumberland and Durham, West, No. 1; Towns of Bowmanville, Port Hope; Village of Newcastle	W. E. Tilley, M.A., Ph.D.	Bowmanville.
Northumberland and Durham, Centre, No. 2; Town of Cobourg; Village of Millbrook	Albert Odell	Cobourg.
Northumberland and Durham, East, No. 3; Town of Campbellford; Villages of Brighton, Colborne, Hastings	Robert Boyes	Campbellford.
Ontario, North; North-East Parry Sound; Town of Uxbridge; Villages of Beaverton, Cannington (Joint Inspectorate).	T. R. Ferguson, M.A.	Uxbridge.
Ontario, South; Towns of Oshawa, Whitby; Village of Port Perry	R. A. Hutchison, B.A.	Whitby.
Oxford, North, and City of Woodstock; Villages of Embro, Tavistock (Joint Inspectorate)	J. M. Cole	Woodstock.
Oxford, South; Towns of Ingersoll, Tillsonburg; Village of Norwich (Joint Inspectorate)	R. A. Paterson, B.A.	Ingersoll.
Parry Sound, South, District; Towns of Kearney, Parry Sound; Village of Burk's Falls	J. L. Moore, B.A.	Parry Sound.
Parry Sound, South-East (see Hastings, North).		
Parry Sound, North-West (see Sudbury).		
Parry Sound, North-East (see Ontario, North).		
Peel; Town of Brampton; Villages of Bolton, Streetsville	W. J. Galbraith, M.A.	Brampton.
Perth, North; Towns of Listowel, Mitchell, St. Mary's; Village of Milverton.	William Irwin, B.A.	Stratford.
Perth, South, and City of Stratford (Joint Inspectorate)	James H. Smith, B.A.	Stratford.
Peterborough, East; Villages of Havelock, Lakefield, Norwood	Richard Lees, M.A.	Peterborough.
Peterborough, West, and Victoria, East; Town of Lindsay; Villages of Bobcaygeon, Omemee (Joint Inspectorate)	G. E. Broderick	Lindsay.
Prescott and Russell; Towns of Hawkesbury, Rockland, Vankleek Hill; Villages of Casselman, L'Orignal	John Nelson, B.A.	Vankleek Hill.
Prince Edward; Town of Picton; Villages of Bloomfield, Wellington	John E. Benson, M.A.	Picton.
Rainy River District, Thunder Bay East, No. 1 Missanabie, No. 1 Chapleau; City of Fort William; Towns of Fort Frances, Rainy River (Joint Inspectorate).	C. McDowell, M.A.	Fort William.
Renfrew, North; Town of Pembroke; Village of Cobden	I. D. Breuls, B.A.	Pembroke.
Renfrew, South; Towns of Arnprior, Renfrew; Villages of Eganville, Killaloe Station	G. G. McNab, M.A.	Renfrew.
Simcoe, North; Towns of Barrie, Collingwood, Penetanguishene	Joseph L. Garvin, B.A.	Barrie.
Simcoe, South; Towns of Alliston, Stayner; Villages of Beeton, Bradford, Creemore, Tottenham	Edwin Longman	Barrie.
Simcoe, East; Towns of Midland, Orillia; Villages of Coldwater, Victoria Harbour	Isaac Day, B.A.	Orillia.
Stormont; Town of Cornwall; Village of Finch	James Froats, M.A.	Cornwall.

List of Inspectorates and Inspectors—Continued

Inspectorates	Public School Inspectors	Post Office
Sudbury District (in part), North Nipissing and North-West Parry Sound; Towns of Bonfield, Cache Bay, Chelmsford, Copper Cliff, Frood Mine, Mattawa, North Bay, Sturgeon Falls, Sudbury	D. M. Christie, B.A.	Sudbury.
Thunder Bay (see Kenora and Rainy River).		
Timiskaming District, Towns of Charlton, Cobalt, Cochrane, Englehart, Haileybury, Iroquois Falls, Latchford, Matheson, New Liskeard, Timmins; Village of Thornloe	W. J. Hallett, B.A., B.Pæd.	Haileybury.
Victoria, West; Villages of Fenelon Falls, Sturgeon Point, Woodville	W. H. Stevens, B.A.	Lindsay.
Victoria, East (see Peterborough West).		
Waterloo, N. (No. 1); City of Kitchener; Town of Waterloo; Village of Elmira.	F. W. Sheppard	Kitchener.
Waterloo, S. (No. 2); City of Galt; Towns of Hespeler, Preston; Villages of Ayr, New Hamburg	Lambert Norman, B.A.	Galt.
Welland; Towns of Bridgeburg, Welland; Villages of Chippawa, Fort Erie, Humberstone, Port Colborne. (Thorold Town and Pelham Tp. are under Lincoln Inspector). (Joint Inspectorate).	John W. Marshall, B.A.	Welland.
Wellington, North; Towns of Harriston, Mount Forest, Palmerston; Village of Clifford	Robt. Galbraith, B.A.	Mount Forest.
Wellington, South; Villages of Arthur, Drayton, Elora, Erin, Fergus	J. J. Craig, B.A.	Fergus.
Wentworth, Town of Dundas; Village of Waterdown	J. B. Robinson, B.A., B.Pæd.	Hamilton.
York, North; Towns of Aurora, Newmarket; Villages of Holland Landing, Sutton West	C. W. Mulloy, B.A.	Aurora.
York, West; Town of Weston; Villages of Mimico, New Toronto, Woodbridge	A. L. Campbell, M.A.	Weston.
York, East; Town of Leaside; Villages of Markham, Richmond Hill Stouffville.	A. A. Jordan, B.A.	Toronto, 43 Orchard View Blvd.
Brantford, City of	E. E. C. Kilmer, B.A.	Brantford.
Guelph, do	Wm. Tytler, B.A.	Guelph.
Hamilton, do	W. H. Ballard, M.A.	Hamilton.
do do	Jas. Gill, B.A., B.Pæd	Hamilton.
Kingston, do	J. Russell Stuart	Kingston.
London, do	C. B. Edwards, B.A.	London.
Niagara Falls do, and St. Catharines	D. C. Hetherington	St. Catharines.
Ottawa, do	J. H. Putman, B.A., D.Pæd.	Ottawa.
do do	E. T. Slemon, B.A., D.Pæd	Ottawa.
Peterborough, do	A. Mowat, B.A.	Peterborough.
Toronto, do	R. H. Cowley, M.A., Chief Insp.	Toronto.
do do	W. F. Chapman, B.A.	Toronto.
do do	W. H. Elliott, B.A.	Toronto.
do do	E. W. Bruce, M.A.	Toronto.
do do	Jos. W. Rogers, M.A.	Toronto.
do do	Geo. H. Armstrong, M.A., B.Pæd	Toronto.
do do	Henry Ward, B.A.	Toronto.
do do	D. D. Moshier, B.A., B.Pæd.	Toronto.
Windsor, do, and Towns of Sandwich and Walkerville	Robt. Meade, M.A.	Windsor.

List of Inspectorates and Inspectors—Concluded

R.C. Separate School Inspectors

J. F. Power, M.A. ..... Toronto, 33 Dalton Road.
J. F. Sullivan, B.A. ..... London, 873 Hellmuth Avenue.
Jas. E. Jones, B.A. ..... Ottawa, 104 Henderson Street.
J. P. Finn, B.A. ..... Ottawa, 93 Fourth Avenue.
W. J. Lee, B.A. ..... Toronto, 434 Brunswick Avenue.

English-French Public and Separate School Inspectors

W. J. Summerby ..... North Bay.
L. E. O. Payment, M.A. ..... Ottawa, 12 Tormey Street.
Thomas Swift ..... Ottawa, 320 Cooper Street.
J. S. Gratton ..... Toronto, Parliament Buildings.

Chief Inspector of Public and Separate Schools

John Waugh, M.A., D.Pæd ..... Toronto, Parliament Buildings.

Director of Industrial and Technical Education and Inspector of Normal Schools

F. W. Merchant, M.A., D.Pæd ..... Toronto, Parliament Buildings.

Assistant Inspector of Industrial and Technical Education

G. J. McKay, B.Sc. ..... Toronto, Parliament Buildings.

High School Inspectors

H. B. Spotton, M.A., LL.D. ..... Toronto, 426 Markham Street.
J. A. Houston, M.A. ..... Toronto, 105 Roxborough Street West.
I. M. Levan, B.A ..... Woodstock.

Continuation School Inspectors

G. K. Mills, B.A. ..... Toronto, Parliament Buildings.
J. P. Hoag, B.A. ..... Toronto, Parliament Buildings.

Manual Training and Household Science Inspector

Albert H. Leake ..... Toronto, 378a Markham Street.

Inspector of Elementary Agricultural Education

J. B. Dandeno, B.A., Ph.D. ..... Toronto, 73 Grosvenor St.

APPENDIX Q

ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS

JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, 1916

Collegiate Institutes	Examined	Passed
Barrie	71	64
Brantford	189	121
Brockville	125	102
Chatham	133	100
Clinton	58	40
Cobourg	96	82
Collingwood	89	75
Fort William	119	108
Galt	186	163
Goderich	92	41
Guelph	169	142
Hamliton	436	381
Ingersoll	76	54
Kingston	234	147
Kitchener-Waterloo	253	197
Lindsay	117	95
London	493	389
Morrisburg	27	18
Napanee	97	55
Niagara Falls	93	69
North Bay	113	94
Orillia	124	94
Ottawa	766	521
Owen Sound	210	150
Perth	119	64
Peterborough	212	177
Picton	63	40
Port Arthur	136	86
Renfrew	109	65
Ridgetown	60	36
St. Catharines	130	97
St. Mary's	75	51
St. Thomas	213	167
Sarnia	164	118
Seaforth	54	43
Smith's Falls	96	70
Stratford	185	160
Strathroy	115	78
Toronto, Harbord St.	158	18
Toronto, Parkdale	63	28
Toronto, Jarvis	49	11
Toronto, Humberside	121	62
Toronto, Malvern Ave.	11	2
Toronto, Oakwood	76	29
Toronto, Riverdale	102	37
Toronto, admitted on Principals' certificate	1,961	1,961
Vankleek Hill	97	43
Windsor	253	202
Woodstock	131	88
Totals	9,119	7,035
High Schools		
Alexandria	81	44
Alliston	39	16

High Schools—Continued	Examined	Passed
Almonte	44	23
Amherstburg	52	33
Arnprior	65	51
Arthur	49	23
Athens	47	24
Aurora	53	39
Avonmore	34	24
Aylmer	77	47
Beamsville	39	23
Belleville	109	87
Bowmanville	61	52
Bradford	45	27
Brampton	67	40
Brighton	94	42
Caledonia	30	14
Campbellford	74	32
Carleton Place	53	15
Cayuga	49	20
Chatsworth	37	25
Chesley	50	32
Chesterville	42	27
Colborne	26	22
Cornwall	150	96
Deseronto	32	20
Dundalk	31	16
Dundas	67	49
Dunnville	49	29
Durham	62	36
Dutton	41	31
Elora	40	23
Essex	91	56
Fergus	71	39
Flesherton	31	21
Forest	39	12
Gananoque	46	30
Georgetown	44	29
Glencoe	49	32
Gravenhurst	34	16
Grimsby	53	34
Hagersville	32	22
Haileybury	66	40
Harriston	30	23
Hawkesbury	54	25
Iroquois	26	19
Kemptville	60	28
Kenora	47	31
Kincardine	49	41
Leamington	57	35
Listowel	75	49
Lucan	62	39
Madoc	52	37
Markdale	32	19
Markham	50	35
Meaford	81	52
Midland	75	53
Mitchell	70	45

JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, 1916.—Continued

High Schools.—Concluded	Examined	Passed
Morewood	10	7
Mount Forest	73	51
Newburgh	57	23
Newcastle	22	8
Newmarket	58	40
Niagara	17	9
Niagara Falls South	45	29
Norwood	38	28
Oakville	62	45
Omemee	41	20
Orangeville	43	18
Oshawa	92	69
Paris	46	35
Parkhill	56	31
Pembroke	158	113
Penetanguishene	44	34
Petrolea	60	38
Plantagenet	47	28
Port Dover	31	16
Port Elgin	44	26
Port Hope	74	60
Port Perry	57	36
Port Rowan	23	18
Prescott	68	38
Richmond Hill	46	25
Rockland	29	14
Sault Ste. Marie	136	101
Shelburne	49	25
Simcoe	72	57
Smithville	13	11
Stirling	55	42
Streetsville	13	12
Sudbury	68	38
Sydenham	49	26
Thorold	31	18
Tillsonburg	60	29
Toronto, North	19	4
Toronto Technical	23	11
Trenton	43	36
Uxbridge	44	30
Vienna	31	17
Walkerton	38	33
Wardsville	24	13
Waterdown	42	21
Waterford	41	30
Watford	49	38
Welland	75	49
Weston	105	69
Whitby	59	36
Wiarton	55	28
Williamstown	28	20
Winchester	47	34
Wingham	50	30
Totals	5,825	3,661
Other Places		
Aberfoyle	46	27
Acton	33	26
Agincourt	47	26
Alvinston	29	20

Other Places.—Continued	Examined	Passed
Ameliasburg	27	13
Ancaster	25	12
Angus	8	2
Apsley	7	3
Arkona	19	9
Ashton	16	11
Aultsville	16	11
Ayr	15	10
Ayton	13	7
Bailieboro'	22	13
Bancroft	49	32
Barriefield	38	19
Bath	20	14
Battersea	20	10
Bayfield	11	10
Beachburg	52	32
Beaverton	36	18
Beeton	16	8
Belleville, County Centre	55	26
Belle River	25	9
Belmont	31	21
Bethany	12	7
Billing's Bridge	24	12
Binbrook	14	5
Blackstock	16	11
Blenheim	68	40
Blind River	18	11
Bloomfield	14	14
Blyth	46	24
Bobcaygeon	16	14
Bolton	31	17
Bothwell	24	12
Bracebridge	109	61
Bridgeburg	30	19
Brigden	21	11
Brownsville	11	9
Bruce Mines	30	13
Brussels	43	36
Burford	33	16
Burgessville	16	12
Burk's Falls	35	21
Burlington	42	37
Burritt's Rapids	4	1
Caistor Centre	7	6
Cannington	30	19
Cardinal	33	3
Cargill	16	12
Carp	19	16
Castleton	9	6
Cataraqui	36	19
Chapleau	28	15
Charleston	31	12
Chester	27	16
Claremont	22	15
Clifford	11	10
Cobalt	28	17
Cobden	68	36
Coboconk	22	9
Cochrane	12	5
Coldwater	26	15
Comber	27	9
Coniston	14	9
Cookstown	22	3

JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, 1916—Continued

Other Places—Continued	Examined	Passed	Other Places—Continued	Examined	Passed
Copper Cliff	17	14	Hepworth	8	5
Courtright	25	13	Highgate	36	13
Crediton	19	7	Hillsdale	13	11
Creemore	21	13	Horning's Mills	17	9
Crosshill	19	17	Huntsville	50	31
Cultus	13	6	Innerkip	17	6
Cumberland	20	5	Ivy	16	5
Dalkeith	14	5	Janetville	8	5
Dashwood	17	9	Jarvis	24	16
Delhi	36	26	Jasper	19	13
Delta	58	19	Jockvale	13	4
Demorestville	23	15	Kars	6	4
Denbigh	6	4	Keene	30	18
Dickinson's Landing	14	7	Keewatin	14	12
Dixon's Corners	31	20	Kenmore	14	7
Dorchester Station	44	34	Killarney	3	2
Douglas	17	8	Kilmaurs	13	8
Drayton	21	13	Kimberley	12	6
Dresden	51	28	King	21	13
Dromore	20	10	Kingsville	35	28
Drumbo	14	8	Kinmount	19	11
Dryden	19	11	Kintail	15	7
Dungannon	24	10	Kirkfield	38	25
Eastview	12	7	Kleinburg	10	5
Easton's Corners	11	6	Lakefield	66	36
Echo Bay	12	7	Lanark	57	28
Edgar	10	7	Lancaster	14	11
Eganville	53	41	Lansdowne	22	11
Elmira	45	31	Latchford	2	.....
Elmvale	50	32	Laurel	13	7
Embro	28	13	Lefroy	25	17
Embrun	4	2	Lemonville	14	6
Emo	12	6	Lion's Head	12	6
Englehart	21	6	Little Britain	18	15
Ennismore	14	12	Little Current	14	10
Erin	54	30	London East	101	77
Exeter	60	34	Lucknow	37	25
Fenelon Falls	39	24	Macdonald Consolidated, Guelph	27	16
Fenwick	9	9	Madawaska	14	9
Feversham	18	9	Magnetawan	10	3
Finch	53	35	Manitowaning	23	15
Fingal	44	27	Manley	1	1
Florence	31	13	Manotick	20	7
Fonthill	18	13	Maple	19	10
Fordwich	19	14	Marmora	18	8
Fort Frances	27	16	Marshville	27	20
Fournier	22	10	Marsville	15	10
Frankford	22	13	Massey	36	13
Galetta	19	11	Matheson	10	1
Glen Allan	18	12	Mattawa	22	12
Gore Bay	36	23	Maxville	26	9
Grand Valley	25	14	Medina	7	3
Haliburton	5	3	Melbourne	24	16
Hall's Bridge	5	1	Merivale	6	6
Hamilton, County Centre	26	19	Merlin	27	16
Hanover	34	18	Merrickville	28	11
Harrington	11	7	Metcalfe	23	7
Harrow	34	19	Mildmay	20	16
Harrowsmith	15	6	Milford	21	11
Hastings	28	14	Millbrook	34	23
Havelock	26	7	Milton	48	26
Hawkestone	20	12	Milverton	59	45
Hensall	23	11	Mimico	40	31

JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, 1916—Continued

Other Places—Continued	Examined	Passed	Other Places—Continued	Examined	Passed
Minden	21	8	Schomberg	28	12
Minesing	9	5	Schreiber	15	7
Moorefield	19	10	Scotland	17	7
Moose Creek	22	14	Selkirk	28	10
Mount Albert	30	19	Sharbot Lake	23	10
Mount Elgin	17	8	Singhampton	19	10
Mount Hope	21	9	Sioux Lookout	2	1
Mount Pleasant	22	11	Solina	29	14
Mount St. Patrick	30	18	Southampton	16	10
Mountain Grove	9	7	South Indian	3	3
Mountain Station	16	9	South Mountain	9	6
Navan	23	9	South Porcupine	24	5
Neustadt	12	7	South River	19	13
Newboro	45	15	Sparta	13	6
New Hamburg	26	21	Spencerville	21	7
Newington	12	9	Springfield	21	8
New Liskeard	62	28	Stayner	36	20
Niagara Falls, County Centre	22	9	Stevensville	17	8
North Augusta	19	7	Steelton	22	18
North Gower	29	14	Stittsville	11	5
North Lancaster	24	14	Stony Creek	36	25
Norwich	37	22	Stouffville	18	11
Oakwood	13	9	Strabane	28	18
Odessa	19	9	Stratton	7	6
Oil Springs	52	26	Sturgeon Falls	54	28
Orono	20	15	Sunderland	20	14
Osgoode Station	10	5	Sutton	22	16
Ohsweken	6	2	Tamworth	27	9
Otterville	17	11	Tara	21	13
Paisley	34	24	Tavistock	19	15
Pakenham	38	20	Teeswater	29	16
Palmerston	30	22	Thamesford	16	7
Parry Sound	72	44	Thamesville	46	30
Pefferlaw	7	6	Thedford	16	5
Pelee Island	4	2	Thessalon	40	21
Pickering	18	13	Thornbury	44	21
Plattsville	27	14	Thorndale	25	10
Port Burwell	17	9	Tilbury	25	19
Port Colborne	37	21	Tiverton	25	19
Port Credit	23	13	Toronto, De La Salle Institute	81	38
Port Dalhousie	75	44	Tottenham	40	20
Port Stanley	10	7	Tweed	57	36
Powassan	40	21	Uptergrove	36	16
Priceville	16	8	Varna	6	3
Princeton	15	7	Vernon	8	4
Queensville	24	16	Verona	37	13
Rainy River	14	11	Victoria Harbour	23	17
Ramsayville	14	9	Vineland	17	11
Randwick	8	3	Wallaceburg	79	47
Richard's Landing	9	3	Warkworth	20	12
Richmond	19	7	Waubaushene	12	11
Ridgeway	31	16	Webbwood	18	15
Ripley	32	23	Wellandport	9	5
Rockton	28	16	Wellington	23	11
Rockwood	32	22	Westboro'	42	24
Rodney	27	20	West Lorne	31	25
Rosemont	17	.....	Westport	29	9
Roseneath	12	7	Wheatley	36	17
Russell	43	18	White River	14	7
St. George	15	9	Whitevale	13	8
St. Helen's	28	15	Wilberforce	20	5
Sandwich	45	21	Wilkesport	21	5

JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, 1916—Concluded

Other Places—Continued	Examined	Passed
Williamsburg	24	14
Willowdale	25	23
Winona	25	22
Wolfe Island	30	12
Woodbridge	17	11
Woodville	37	19
Worthington	8	6
Wroxeter	23	20
Wyoming	26	13
Yarmouth Heights	31	17
Zephyr	18	15
Zurich	11	8
Totals	8,191	4,661

Other Places—Concluded	Examined	Passed
SUMMARY		
Collegiate Institutes	9,119	7,035
High Schools	5,825	3,661
Other Places	8,191	4,661
Grand Totals, 1916	23,135	15,357
Grand Totals, 1915	24,353	17,325
Decreases	1,218	1,968

Number of Candidates obtaining High School Entrance Certificates under the provisions of Circular No. 7 in reference to farm employment

Inspectorate	No. of Certificates	Inspectorate	No. of Certificates
Algoma	7	Manitoulin	7
Brant	29	Middlesex, East	37
Brantford	3	Middlesex, West	21
Bruce, East	2	Norfolk	21
Bruce, West	43	Northumberland, I	12
Carleton, West	23	Northumberland, III	24
Dufferin	20	Ontario, North	3
Dundas	65	Ontario, South	12
Elgin, East	29	Oxford, North	16
Elgin, West	33	Oxford, South	28
Essex	33	Peel	26
Frontenac, North	7	Perth, North	48
Frontenac, South	10	Perth, South	35
Grey, East	31	Peterborough	10
Grey, West	4	Prescott and Russell	12
Halton	27	Renfrew, North	21
Hastings, C	6	Renfrew, South	8
Hastings, N. (Parry Sound)	13	St. Catharines	1
Hastings, South	13	Simcoe, East	11
Huron, East	6	Simcoe, South	15
Huron, West	17	Simcoe, West	24
Kent, East	45	Stormont	5
Kent, West	21	Sudbury District I	1
Kingston	4	Victoria	9
Lambton, East	25	Waterloo, I	4
Lambton, West	23	Waterloo, II	7
Lanark, West	7	Welland	9
Leeds, I	17	Wellington	34
Leeds II	21	Wentworth	16
Leeds III	21	York, West	12
Lennox and Addington	6	York, North	19
London	13		
Haldimand	8	Total admitted	1,140

APPENDIX R

JUNIOR PUBLIC SCHOOL GRADUATION DIPLOMA EXAMINATION, 1916

Centre	Examined	Passed	High School Entrance allowed	Centre	Examined	Passed	High School Entrance allowed
Angus	8	5	3	Massey	6	6	.....
Aurora	6	5	.....	Navan	10	9	1
Aylmer	1	1	.....	Neustadt	8	7	1
Bayfield	5	4	1	North Bay	6	3	3
Blenheim	11	9	1	Oil Springs	5	4	1
Bolton	15	11	4	Ottawa	81	65	1
Bracebridge	9	8	1	Orillia	10	10	.....
Brigden	6	6	.....	Owen Sound	4	3	1
Burford	1	1	.....	Parkhill	4	3	1
Burk's Falls	3	2	1	Parry Sound	6	3	1
Cataraqui	2	1	1	Port Dalhousie	2	1	1
Chatham	1	1	.....	Priceville	2	.....	2
Cobden	11	9	1	Renfrew	13	12	1
Courtright	2	.....	2	Schreiber	9	8	1
Cumberland	8	5	2	Selkirk	4	.....	.....
Dungannon	11	8	1	Simcoe	1	.....	1
Echo Bay	4	4	.....	Sparta	1	.....	1
Elmvale	5	1	4	Strathroy	8	6	2
Emo	4	3	1	Stratton	1	1	.....
Englehart	3	2	1	Sudbury	6	3	1
Exeter	8	7	.....	Sunderland	4	3	1
Fingal	3	2	1	Thamesville	12	8	4
Florence	10	9	1	Thessalon	1	1	.....
Fordwich	5	.....	.....	Tiverton	3	2	1
Fort Frances	2	2	.....	Toronto (Riverdale)	25	8	2
Fournier	5	1	2	Vankleek Hill	4	1	3
Galetta	7	5	2	Whitby	2	2	.....
Glencoe	4	3	1	Woodbridge	3	2	1
Hall's Bridge	2	1	1	Woodstock	5	4	1
Hensall	5	4	1	Wooler	4	2	2
Ingersoll	4	3	1	Zephyr	4	3	1
Kincardine	4	3	1	Zurich	3	3	.....
Kingsville	10	6	4				
Kinmount	2	2	.....				
Kintail	7	6	.....	Totals, 1916	478	344	77
Lindsay	7	7	.....	Totals, 1915	530	315	115
Lucan	14	13	1				
Magnetawan	5	1	1	Increase	.....	29	.....
Marmora	1	.....	.....	Decreases	52	.....	38

Number of Candidates entitled to Junior Public School Graduation Diplomas under the provisions of Circular No. 7 in reference to farm employment

Inspectorate	No. of Diplomas
Brant	1
Elgin East	1
Essex	1
Grey East	1
Huron West	3
Kent East	6
Middlesex East	1
Middlesex West	1
Oxford South	2
Peel	2
Prescott	2
Renfrew North	1
Simcoe East	3
York North	1
Total	26

APPENDIX S

AUTUMN MODEL SCHOOLS, 1916

School	Principal	Attendance			Extra-Mural Candidates	Limited Third Class Certificates granted	District Certificates granted	No. failed
		Total	Male	Female				
Clinton	C. D. Bouck	23	0	23	0	23	0	0
Cornwall	G. R. Theobald	21	1	20	4	24	1	0
Kingston	W. F. Inman	24	4	20	2	26	0	0
Madoc	R. A. A. McConnell	17	4	13	1	18	0	0
North Bay	A. C. Casselman	16	0	16	1	14	2	1
Orillia	C. L. T. McKenzie	23	2	21	2	23	1	1
Pt. Arthur	J. H. W. McRoberts	5	1	4	0	5	0	0
Renfrew	W. McG. Mitchell	16	2	14	2	16	0	2
Totals		145	14	131	12	149	4	4

APPENDIX T

LIST OF CERTIFICATES ISSUED BY THE DEPARTMENT OF EDUCATION, 1916.

I. Public School Inspectors

Perney, Frank E., B.A., B.Pæd.
Sullivan, John F., B.A.

II. High School Principals

Althouse, John G., B.A. (Classics.)
Arnold, Hubert G., B.A.
Barrett, Wellington J. C., B.A.
Beck, Clinton G., B.A.
Bissonnette, Florence, B.A.
Bissonnette, Thomas H., M.A.
Browne, Carl S., M.A. (Math. and Phys.)
Bunton, George W., B.A. (Science.)
Cameron, James G., B.A.
Cameron, John Herbert, B.A.
Campbell, George S., B.A. (Maths. and Phys.)
Campbell, William A., B.A.
Challen, Newton E., B.A. (Math.)
Clarke, Bruce W., B.A. (Maths. & Phys.)
Delmage, Edith R., B.A. (Math.)
Ellis, Oscar F. W., B.A.
Evans, George E., B.A. (Classics.)
Farrington, Mabel C., B.A.
Hall, Margaret M. S., B.A.
Haydon, William J., M.A. (Science.)
Kerr, Mrs. Winnabel E., B.A.
Kilpatrick, Jessie S., B.A.
Laing, Maybelle M., B.A.
Lishman, Frederick R., B.A.
Mabee, George E., B.A. (Classics.)
MacKichan, Peter, B.A.
McEachern, John G., B.A. (Eng. & Hist.)
McGill, David H., M.A. (Science.)
McLeod, Florence A., B.A.
McNabb, Finlay, B.A.
McRoberts, J. H. Wilberforce, B.A.
Nesbitt, Mabel E., B.A.
Ogilvie, Alvin I., B.A. (Eng. & Hist.)
Scott, Ethel O., M.A. (Fr. and Ger.)
Shales, Walter E., M.A. (Science.)
Shales, William E., M.A. (Science.)
Shaver, Charles A., B.A.
Shurtleff, William M., B.A. (Commercial.)
Simpson, Robert S., B.A. (Commercial.)
Smith, John C., B.A. (Classics.)
Vrooman, Agnes S., M.A.
Walker, Arthur J., B.A. (Commercial.)
Welsh, David A., B.A.
Whitton, Frederick A., B.A. (Fr. & Ger.)
Zavitz, Arthur S., B.A. (Math.)

III. High School Assistants and Specialists

Adams, Irene S., B.A.
Allen, Lillian M., B.A.
Althouse, John G., B.A. (Phys. Cult.)
Anderson, Franklin A. D.
Atkin, Edith, B.A. (Mods. & Hist.)
Austin, Prudence M.
Bain, Mary, B.A. (Mods. & Hist.)
Baker, Sarah J. (Commercial.)
Ball, Alice I. N., B.A.
Barr, Annie E., B.A. (Mods. & Hist.)
Beaman, Elsie K.
Bell, Edwin T., B.A. (Science.)
Bell, Mary.
Bentley, Annie E., B.A.
Black, Harriet E., B. A. (Fr. & Ger.)
Boyd, Agnes M., B.A.
Broatch, Sarah A.
Cameron, James.
Cameron, J. Herbert, B.A.
Carter, Clara L., M.A.
Cavanagh, Theresa P.
Cayley, Thomas M. (Phys. Cult.)
Challinor, John L.
Chisholm, Renwick J.
Clarke, Lorne H., B.A. (Math. and Phys.) (Phys. Cult.)
Cook, Alta-Lind, B.A. (Mods. & Hist.)
Corbett, Lewis H., M.A. (Mods. & Hist.)
Coulter, Eva M., B.A.
Cragg, Estella R. (Commercial.)
Crawforth, Alma W., B.A.
Daley, Mary M.
Davis, Pearl I., B.A.
Devitt, Samuel G., B.A.
deGuerre, Laura B., B.A. (Fr. & Ger.)
Donnelly, Teresa G.
Douglas, Leila I., B.A. (Fr. & Ger.)
Eaton, Ethel C.
Edwards, Margaret A. (Commercial.)
Finch, Ilma M., B.A.
Fleming, Rita M., B.A. (Math. & Phys.)
Foley, Roy S., B.A.
Fraser, Charles G., M.A. (Science.)
Fraser, Mary A., B.A.
Gilfillan, Viola, B.A.
Gilroy, Emily I., B.A.
Graham, Anna F.
Grills, Margaret.
Gulston, Charles S.
Hall, Henry W.
Hamer, Lottie E., B.A. (Mods. & Hist.) (Phys. Cult.)
Hamilton, Agnes I.
Henry, V. Roland, M.A. (Science.)
Holmes, Margaret, B.A.
Hone, Arthur D., B.A. (Science.)

III. High School Assistants and Specialists—Con.

Howie, Mabel F.
Hughes, Hugh L.
Irwin, Norman A., B.A. (Phys. Cult.)
Jenner, Madeline M., B.A. (Phys. Cult.)
Kilty, Ruby I.
King, Eva W., B.A.
Kirk, Gladys R.
Latour, Charles A., B.A.
Locklin, Elva J., B.A.
Lott, Edith A.
Maher, Margaret.
Marshall, Marcella T. (Commercial.)
Martin, William H., B.A. (Science.)
Mazinke, Henrietta E.
Menzies, Leslie P., B.A. (Science.)
Millard, Lena.
Mitchell, Lillian G.
Moynihan, Mayme H.
Macdonald, Frederick J., M.A. (Math. & Phys.)
MacIntyre, Lillian.
McClellan, John.
McCrimmon, Leon R., M.A.
McDonald, Evelyn, M.A.
McGregor, Helen J.
McKinley, Clara B., B.A. (Classics.)
McMillan, Roy J.
Nugent, Eleanor, B.A. (Fr. & Ger.)
O'Connell, Marguerite E., B.A. (Fr. & Ger.)
Oldham, Ida M., B.A.
Otto, George S., B.A. (Mods. & Hist.)
Peck, Maud M.
Poirier, Mary H.
Pridham, Clara I. (Commercial.)
Quail, May F., B.A. (Fr. & Ger.)
Readdie, George, M.A. (Fr. & Ger.)
Redmond, Edith J., B.A.
Reid, Hazel I., B.A.
Reynolds, Myrtle V., B.A.
Rice, Elsie M.
Ross, Margaret E.
Ross, Margery E., B.A. (Mods. & Hist.)
Russell, John W., M.A. (Math.)
Ryerson, Catherine G. S., M.A.
Sailsbury, Orethia M.
Shales, Walter E., M.A. (Phys. Cult.)
Shales, William E., M.A. (Phys. Cult)
Smith, Donald G.
Smith, Hilda C. H., B.A.
Spence, Ruth E., B.A.
Squire, William J. (Commercial.)
Staples, Edna E.
Stewart, James H.
Taylor, Annie M. A., B.A. (Phys. Cult.)
Thomas, Neil J. (Art.)
Tiplady, Evelyn C. (Commercial.)
Tobin, Lilly S., B.A.
Train, Florence B., B.A. (Math. & Phys.)
Turvey, Ina M.
vonGunten, Clarice L., B.A.
Walker, Anson R.
Warnock, Grace I.
Weatherill, Helen E. M. (Commercial.)
Webster, Leah.
White, Margaret E.
Whitton, Lillis P., B.A. (Fr. & Ger.)
Wilker, Milton J.
Wilson, Mrs. Arletta. (Art.)
Zuern, Maude E., B.A. (Classics.)

IV. Permanent Elementary Certificates

Challen, Newton E., B.A. (Phys. Cult.)
Clarke, Eleanor L., B.A. (Art.) (Phys. Cult.)
Eaton, Ethel C. (Art.)
Fleming, Jean H. (Art.)
Fraser, Lulu B. (Phys. Cult.)
Harris, L. Morwenna. (Art.)
Hicks, Thomas J., B.A. (Phys. Cult.)
Johnston, Hally, B.A. (Art.)
Millard, Lena. (Art.)
Robinson, Sadie. (Art.)
Ross, Margaret E. (Art.)
White, Mabel R. (Phys. Cult.)
Wickett, Laura E. (Art.)
Willson, Blanche H., B.A. (Phys. Cult.)

V. Permanent Supervisors in Vocal Music

Rees, Llewellyn.
Spence, Mrs. Carrie R.
Tedd, Nellie E.

VI. Permanent Intermediate Certificate in Agriculture and Horticulture

Gulston, Charles S.

VII. Permanent First Class Certificates

Anderson, Corinne, B.A.
Adams, Ada.
Annable, Nellie O.
Agar, Shirlie V.
Belyea, Emma B.
Buchanan, Vera F.
Ballard, Maxwell R., B.A.
Booker, Alice K.
Benger, Irene, B.A.
Beyer, Grace I.
Brisson, Albertine J.
Brown, David D.
Barnby, Vera E.
Benn, Ruth B.
Bryant, Joyce.
Beattie, Phyllis M.
Benness, Helen S.
Bruce, Hilda P.
Carter, George W., B.A.
Charles, Frederick, B.A.
Coleman, Kathleen (Sr. M. Cyril).
Cole, Margery K.
Charteris, Gwendoline I.

VII. Permanent First Class Certificates—Con.

Cameron, Andrew G.
Clemens, Grace A.
Campbell, Gladys G.
Cody, Elizabeth L.
Crosthwaite, Nellie.
Cowan, Wilfrid.
Condie, Bessie.
Crate, Della F.
Cleland, Margaret O.
Connor, Carl Y., B.A.
Chantler, Annie I.
Cochrane, Grace H.
Dyment, Ila P.
Damude, Edgar H.
Dee, Austin A., B.A. (Br. Austin).
Dore, Harry C.
DeFoe, Eugenie M., B.A.
Drew, Margaret W.
Dickinson, Olive.
Dawson, Viola M.
Duff, Elizabeth A.
Depew, Verna V.
Dudley, Pauline.
Elliott, Arthur H.
Emmerson, Edna.
Foley, Roy S., B.A.
Fleming, Eva.
Foster, Ishbel A.
Finlayson, Roderick A.
Forfar, Agnes B.
Gray, Willa A.
Graham, Iva P.
Gilchrist, John, B.A.
Gliddon, Mildred E.
Greer, Laura E.
Hutton, Sarah P.
Hanahoe, Margaret, B.A. (Sister M. Mildred.)
Hunter, Florence E.
Halliday, Clarence P.
Haugh, Cassie.
Hinchley, John M.
Howlett, Charlotte.
Huffman, Gertrude E.
Houser, Evelyn G.
Husband, Edith P., B.A.
Hunter, Rilla, B.A.
Henderson, Stanley.
Holmes, Clela P.
Irving, Maude G. N., B.A.
Ingoldsby, T. Gordon.
Johnston, Mabel C.
Johnston, Emily C., B.A. (Sister M. Josephine.)
Joyce, Walter, B.A.
Johnston, William B., B.A.
Jarvis, Charles R.
Jordan, John C.
Jones, Charles D.
Job, Mabel D.
Johnston, Catharine A.
Johnston, Essie G.
Kenney, Hazel I., B.A.
Kincade, Myrtle B.
Kennedy, Elizabeth. (Sr. St. Florina.)
Kerruish, Hubert B.
Leslie, William B.
Lake, Ethel M., B.A.
Lamont, Alexander D., B.A.
Lee, Sadie, B.A.
Lavis, Grant F.
Lawrence, Zella J.
Lynch, Anastasia E.
Linklater, Ernest W.
Lyle, Laura M.
McHardy, Ada M.
McLachlan, Donald C.
McKnight, Mary G., B.A.
McKillop, Jessie.
McKenzie, Elsie M.
McDonald, Kate M., M.A.
MacDougall, Jean T.
Mather, Leona E.
Maloney, Mary F. (Sr. M. Joseph.)
Millar, Annie B., B.A.
Miller, Gladys M.
Marwick, Bruce D.
Miller, Florence I.
Morgan, Irene V.
Mooney, Jessie M.
Morgan, Susan P.
Maxwell, Mabel I., B.A.
Marshall, Hazel J.
Manning, Kathleen.
Noble, William H.
Newton, Sara E.
Page, Jennie, B.A.
Pomeroy, Gertrude, B.A.
Partridge, James A.
Purvis, Olive J.
Paton, Julia R.
Petrimoulx, Lorette M.
Phillips, Lillian M.
Paton, William D.
Quinn, Francis J., B.A.
Rorke, Luella M.
Russell, Flossie L.
Roberts, Irene F.
Reid, Gladys M.
Stapleford, Ethel M., B.A.
Short, John A.
Simpson, John G., B.A.
Smith, Wallace W., B.A.
Stewart, Esther L.
Sinclair, Amanda K.
Smyth, Annie F.
Stapleton, Louis J.
Swinton, Kathleen A.
Stewart, Jennie.
Stewart, Annie V.
Steinhoff, Ethel.
Strickland, Valeria.
Speight, Amy G.
Speight, Florence M.
Thrasher, Albert E.
Traver, Lillie A., B.A.
Thomson, Thomas M.
Trewin, Robert F.
Tolhurst, Evelyn W.
Upper, Marion.
Wood, Harold B.
West, Randolph H. A.
Wheable, Geoffrey A.
Wilson, Dorothy, B.A.
Wilson, James J., B.A.
Watson, Marion.
Warnica, Margaret.
Witton, Agnes P.
Waring, Arthur W.
Whitelaw, Charles M.
Woodcock, Mary S.
Wismer, Ella M.
Wood, Mrs. Effie.
Ward, Wilmyr G.

VIII. Permanent Second Class Certificates

Aitchison, Florence I.
Agla, Evalena J.
Allison, Verna C.
Ansley, Mary A.
Atkinson, Vera A.
Aitken, Christena.
Albright, Helen J.
Arnott, Jessie.
Anderson, Janet C.
Anderson, Lizzie M.
Anderson, Lucinda A.
Arthur, Dora M.
Anderson, Clarence W.
Asling, Evelyn V.
Atmore, Hazel M.
Atkinson, Hazel.
Andrews, Harry W.
Allan, Beatrice.
Armstrong, Gertrude H.
Arthurs, Ella.
Aikenhead, Jessie M.
Armstrong, Alice M.
Aiken, Alexander W.
Armour, Jean L.
Arnold, Sylvia G.
Anderson, Annie M.
Anderson, Katherine S.
Armstrong, Ethel M.
Austin, Elsie.
Anguish, Hazel.
Aiken, Edith A.
Anderson, Erma A. E.
Agar, Luella M.
Addleton, Emma E.
Avery, Florence R.
Anglin, Mabel E.
Atkinson, Mrs. Helen.
Armstrong, Olla B.
Burgess, Mamie E.
Barlow, Marion D.
Bailey, Frederic M.
Burton, Edith E.

VIII. Permanent Second Class Certificates—Con.

Black, Ursula M.
Baldwin, Bernard C.
Barrett, Nina M.
Binnie, Clara G.
Bonham, Robert L.
Barrett, Mary E.
Budden, Grace S.
Benson, John H.
Brown, Mary E.
Bandeen, Edith M.
Bessey, Jennie G.
Boyce, Mabel.
Burgess, Myrtle E.
Burkholder, Bertha E.
Burrows, Marjorie.
Brown, Annie.
Boland, Margaret M.
Byrnes, Charles F.
Baird, Margaret S.
Bradley, Jessie M.
Brown, Eliza J.
Brownell, Clara M.
Burns, Kathleen.
Ballantyne, Maria A.
Blyth, Elspeth.
Bryans, Frank.
Burritt, Enna L.
Blair, Sybil E.
Bruce, Thelma N.
Boyd, Susie L.
Bradley, Laura W.
Brown, Reta C.
Brokenshire, Florence A.
Brown, Mary E.
Byce, Elizabeth.
Burnham, Roma A.
Bricker, Clara.
Brownrigg, Gertrude.
Beauchamp, Olive O.
Butler, Peter P.
Boyd, Alberta M.
Barnett, Mary E.
Boyle, Susan K.
Burke, Clara I.
Blackwell, Phœbe A.
Busswell, Floretta L. R.
Bruxer, Agnes M. (Sr. M. Bertrand.)
Ball, Clara O.
Blott, Hilda A.
Beauchamp, Marie L.
Benner, Alvin R.
Blowes, Florence H.
Bondy, Hattie.
Brownrigg, Alice T.
Bissell, Marion.
Brinkman, M. Vida.
Bricker, Harold.
Bowman, Hilda.
Barton, Mamie E.
Bryan, Lenna.
Beaman, Velma J.
Burgess, Leila P.
Blanch, Naomi.
Beckett, Rhoda J.
Baldwin, Helen G.
Bristol, Ruth A.
Bierworth, Laura.
Ballage, Rose C. (Sr. Euphrasia.)
Brothers, Muriel.
Bradley, Elva S.
Boyd, Perley S.
Barnes, Eva M.
Bloomfield, Eva M.
Ballagh, Mabelle W.
Breen, Thomas J.
Beseau, Mary.
Brown, Jennie B.
Bower, Effie M.
Bate, Mary A.
Bell, Vera.
Baxendale, Gladys.
Blair, Clara E.
Bravin, Louisa J.
Bryant, Nettie.
Bunner, Gladys L.
Bankes, Evelyn E.
Briggs, Annie M.
Cluff, Jennie E.
Copeland, Carrie L.
Clark, Henrietta E.
Cooke, Eva A.
Connery, Jennie.
Campbell, John M.
Clark, Laura E.
Corliss, Mrs. Estella.
Caldwell, Hannah M.
Chittick, Lillian C.
Cameron, Eva C.
Calder, Ethel M.
Clark, Greta M.
Campbell, Teresa A.
Carmody, Margaret.
Casselman, Ella C.
Case, Edna E.
Conn, Marygold.
Caldwell, Cecilia M.
Cassidy, Ethelreda E.
Chown, Myrtle E.
Christy, Edith L.
Curran, Annie C.
Carman, Ina A.
Cheer, Grace M.
Campbell, Dorothy M.
Curry, Helena G.
Currie, Violet O.
Campbell, Hattie G.
Coté, Eileen.
Craig, Nora H.
Cusick, Winnifred.
Connell, Susie W.
Carr, Harriett E.
Cameron, Pearl A.
Crawford, Charlotte R.
Coburn, Clara E.
Capel, John.
Cooper, Lillian A.
Clark, Annie E.
Carroll, Florence.
Craig, Nellie.
Couch, Emma L.
Campbell, Kate W.
Collinson, Sarah E.
Cosgrove, Annie.
Clarke, Mamie.
Coleman, Mary.
Coughlin, Mary A.
Case, Ethel C.
Cummins, Bridget H.
Curtin, Mary J.
Carr, Christina.
Collins, Maud M.
Campbell, Hazel S.
Chalmers, Grace A.
Clarke, F. Jeanette.
Cowan, Christina P.
Capling, Florence H.
Cook, Charles E.
Crone, Hazel.
Cameron, Effie.
Carruthers, Ethel M.
Campbell, Marion J.
Cassie, Mabel E.
Culver, Eva H.
Cole, Ethel G.
Clunas, Roy E.
Carrick, Willa.
Campbell, Ruth M.
Clark, Lenore.
Casserly, Mae. (Sr. Gerarda.)
Crobar, Charles M.
Clunas, Frances L.
Clark, Florence J.
Coulthard, Blanche.
Crozier, Bessie.
Cameron, Mary M.
Connolly, Ellen C. (Sr. M. Clotilde.)
Comfort, Clementia.
Coulthart, Myrtle A.
Crawford, Edwin R.
Cooper, Annie.
Crosbie, Mary.
Corrigall, Clyde B.
Collins, Reta.
Currie, Eva R.
Cass, Mabel I.
Campbell, Belle M.
Campbell, Blanche L.
Courtis, Madeline E.
Cook, Nora D.
Dusten, Eva B.
Derry, Gertrude L.
Drummond, Isabel A.
Dunn, Rose.
Dingle, Della.
Dillabough, Ray C.
Draper, Myrtle I.
Driscoll, Mary O.
Dewey, Maybelle C.
Deneau, Nina M.
Devine, Margaret M.
Duff, Kathleen.
Daly, Anastasia M.
Daly, Florence M.
Day, Mary A.
Dwyer, James F.

VIII. Permanent Second Class Certificates—Con.

Dearborn, Fred. H.
Dorman, Mabel E.
Dukelow, Samuel O.
Davis, Isabella E.
Dalton, Leta H.
Dickson, Christina F.
Dunlop, Mildred N.
Diehl, Florence M.
Dalton, Mary J.
Deamude, Frank V.
Dewar, Jean.
De Rochie, Nora K.
Douglas, Hazel A.
Durward, Margaret.
Dwyer, Catherine A.
Davidson, C. Marie.
Doughty, Clara M.
Day, Mary W.
Dixon, Mrs. Margaret C.
Donovan, Clara E.
Dunston, Annie J.
Dohn, Florence W.
Davey, Lulu E.
Duggan, Felicitas A. (Sr. M. Constantia.)
Dunlop, Isobel C.
Dowling, Mabel A.
Donoho, Winnifred K.
Duff, Theresa M.
Davison, Emma J.
Dunlop, Beatrice M.
Dowswell, Lillian R.
Dunnington, Mary O.
Duncan, Grace A.
Driscoll, Margaret A.
Doyle, Josephine G.
Devlin, Verna W.
Durocher, Marguerite E.
Donnelly, Mary L.
Daniels, Nora.
Ellis, Ola J.
Eedy, Marion W.
Edmeston, Rhoda C.
Early, Mary L.
Ewing, Ernest H.
Ellison, Eva J.
Elliott, Rose E.
Enright, Loretta.
Eadie, Florence P.
Emmott, J. Caroline.
Evans, Bessie.
Elliott, Winnie M. B.
Elliott, Helen F.
Ellwood, Mary.
Eckmier, Vera F.
England, Bertha.
Edgar, Lillian J.
Ellison, Lila A.
Eidt, Ruby L.
Edmison, Helen M.
Edgar, Mary O.
Eley, Elizabeth C.
Feir, Mary E.
Futcher, Jessie N.
Freure, Annie.
Freure, Katie J.

Fleming, Jessie.
Fennell, Vina.
Ferguson, Jessie B.
Fitzgerald, Josephine.
Fleming, Mary S.
Fry, Valerie D.
Fletcher, Janet I.
Forbes, Cora E.
Feeney, Margaret J.
Faris, Annette.
Fletcher, Ada.
Foster, F. Josie.
Freeman, Cecil E. C.
Fowler, Ethelyn G.
Fraser, Margaret J.
Featherson, Norene H.
Ferguson, Mary I.
Flanagan, Mary E.
Ferguson, Annie M.
Freeland, Eunice C.
Fuller, Margaret L.
Farquharson, Isabelle A.
Farr, Ada D.
Finleon, James M.
Fair, Wanda M.
Featherstone, Tillie M.
Farrow, Ruby A.
Finnerty, Ethel L.
Fitzmaurice, Margaret. (Sr. M. of the Angels.)
Fletcher, Mary E.
Foran, Mary K.
Fennell, Marjorie A.
Fritsch, Elsa C.
Fieldhouse, Hazel M.
Fewster, Edna L.
Fry, Frances J.
FitzPatrick, Rita H.
Finnie, Marjorie S.
Gardiner, Marguerite.
Gregg, Lillian M.
Gould, Elizabeth M.
Greenway, Emma E.
Gaiser, Mildred K.
Glanfield, Almeda.
Grant, Mayme E.
Grunig, Godfrey J.
Gunter, Clara E.
Grady, Frances.
Grant, Christie H.
Grant, Evelyn H.
Groves, Mamie E.
Galvin, Verna M.
Guillet, Muriel F.
Garrett, Florence.
Green, Ethel M.
Greer, George H.
Godfrey, Everett K.
Garvey, Annie.
Genge, Kathleen C.
Given, Agnes M.
Galloway, William H.
Garnham, Lena I.
Gillard, Winnie.
Grattan, Josephine C.
Goetz, Lily R.

Gillies, Tena.
Grant, William H.
Gibson, Irene. (Sr. M. Francis.)
Gowan, Bella J.
Grant, Laura A.
Graham, Anna B.
Grenzebach, Ruth E.
Gillespie, Lyla.
Griffin, Harvey.
Gray, Florence H.
Gemmel, Jessie G.
Gilbert, Norma.
Grier, Mary E.
Graham, Jessie I.
Green, Annie M.
Gaskins, Emma A.
Graham, Miriam E.
Grylls, Eugenie A.
Groh, Mary E.
Goudie, Alice L.
Greene, Patrick L.
Girdwood, Edna V.
Gilbertson, I. May.
Guest, Duncan M.
Gee, Elizabeth L.
Gayfer, Lillian E.
Gibson, Maude.
Gemeroy, George A.
Gray, Olive B.
Glenn, Laura E.
Golden, M. Mildred.
Greeney, Alma G.
Green, Beatrice M.
Goldberg, Rosa A.
Graham, Edna M.
Hague, Marvel A.
Harrington, Ethel M.
Hunt, May.
Hill, Agnes M.
Hall, Ada T.
Hackett, Mary.
Hemstreet, Anna L.
Hayman, Vera L.
Hanna, Anna P.
Hartmier, Adam L.
Hillis, James F.
Hodgson, Isabella S.
Holmes, Laura E.
Harrison, Florence A.
Hogan, Julia A. (Sr. M. Calista.)
Hodgins, Mabel I.
Hawkes, Florence M.
Hazell, Elsie A.
Henry, John A.
Howieson, Katherine C.
Hunt, Laura E.
Hurd, Hazel V.
Harrison, Eva.
Hough, Florence M.
Hill, Clara A.
Hambly, Elsie W.
Hogg, Allan G.
Hodgins, Ethel M.
Harrison, Mary B.

VIII. Permanent Second Class Certificates—Con.

Herbert, Eleanor.
Hart, Leslie M.
Houle, Ida E.
Hawkins, Anna L.
Hart, Bruce.
Hislop, Margaret G.
Hawkins, Margaret H.
Harris, Myrtle V.
Hartmier, Mina C.
Haig, Marjorie J.
Hicks, Hazel M.
Hanley, Jennie M.
Hyland, Mabel R.
Herron, Edna M.
Hunter, William L.
Haverson, Catherine A.
Haygarth, Mrs. Fannie C.
Hutton, Muriel M.
Hutchinson, Constance M.
Hedley, Mabel R.
Holmes, Lily S.
Harcourt, Theresa E.
Harris, Cora P.
Harman, Evelyn.
Horan, Margaret A.
Henry, Margaret J.
Hodd, Edith M.
Haylock, Fred. T.
Harrison, Bessie M.
Hobbs, Violet A.
Hankinson, Winnifred.
Henry, Gertrude M.
Hurlburt. Hazel R.
Harris, Helen J.
Hawley, Lucille M.
Hild, Anna.
Harkness, Jessie M.
Ianson, Floyd H.
Irvine, Mabel E.
Irvine, May A.
Jackson, Florence L.
Jackson, Ethel R.
Jardine, Mary R.
Johnston, Elsie M.
Johnston, Florence E. C.
Jones, Dora A.
James, Irene M.
Jones, Charles L.
James, Ethel F.
Johnston, Edith M.
Johnston, Lillie L.
Jamieson, Inez.
James, Muriel H.
Johnston, Myrtle E.
Johnston, John H.
Johnston, Olga I.
Kappele, Marjorie M.
Knox, Frank A.
Keith, Helen M.
Kennedy, Clare V. F.
Koehler, Ada L.
Kyle, Olga B.
Keenan, Mary (Sister Lucy).
Kerr, M. Audrey.
Keith, Gladys.
Kelley, Mary A.
Kennedy, Loretto.
Kirby, Frances I.
Kienzle, Della E.
Kratz, Edith.
Kingsborough, Dora.
Kyle, Wilha R.
Kelly, Mary T.
Knight, Ella H.
Kelly, Cora M.
Kelly, Mary M.
Kennedy, Gertrude (Sr. M. Jovita).
Kirke, Stella P.
Kavanagh, Camilla P.
Kemp, Edith M.
Knapp, Luella G.
Kilgour, Mary A.
Keeling, Gladys M.
Kerr, Ina M.
Kennedy, Ethel M.
Knowles, Irene M.
Kingston, Kathleen.
Kinnear, Charles H.
Kilfoyle, Lila W.
Knowles, Doris L.
Kelly, John E.
Kopp, Marion H.
Kerfoot, Hazel.
Kayler, Marion G.
Knight, Annie I.
Kingston, Verda M.
Langmaid, Russell I.
Locke, Arlie P.
Learn, Orpha E.
Limage, Jessie M.
Laird, Jean E.
Leith, Helen M.
Luton, Alberta.
Lane, Dorothy.
Langdon, Ida L.
Langford, May F.
Lavis, Edna E.
Le May, Clara.
Longfield, Pearl G.
Leckie, Tessie.
Lunney, Margaret A.
Lynch, Katie.
Leitch, Jennie E.
Levy, Richard W.
Ludlow, Vera M.
Law, Irene V.
Longfield, Ethel L.
Langan, Cecilia (Sr. M. Gonzaga).
Lyon, Edna M.
Lowry, Hazel M.
Logan, Reta M.
Lochhead, Annie C.
Leslie, Ina.
Little, Hannah J.
Lennox, Margaret J.
Latimer, Mary E.
Leeds, Albert L.
Laird, Gertrude E.
Lackie, Loretto (Sr. St. Feresita).
Locke, Ada G.
Leitch, Peter W.
Moyer, Mary E.
Munro, Florence A. S.
Morton, Laura K.
Macklin, Lois I.
Moore, Edith L.
Marsh, Annette.
Miller, Gladys J.
Moore, Ella I.
Mackell, Anna C.
Matheson, Jessie M.
Mitchell, Mrs. Alma G.
Maitland, Mildred K.
Maloney, Anna M.
Manders, Edna M.
Mayhew, Edna M.
Morris, Ruby A.
Murphy, Nellie M.
Martin, Marguerite L.
Muir, Pearl.
Murray, Annie M.
Moffat, Nettie G.
Madden, Maude R.
Mutton, Nellie G.
Munroe, Helen A.
Morrow, Edna L.
Myers, Annetta.
Murphy, Irene M.
Mabbott, Jessie M.
Morgan, Margaret E.
Miller, Mildred H.
Marshall, Harold C.
Maus, Estella M.
Mills, Sylvia.
Meggs, Addie.
Marshall, Ida.
Moore, Hazel M.
Minor, Winnifred.
Madill, Bessie.
Mathewson, Ruby E.
Murray, Mabel I.
Mitchell, Christena K.
Moss, Eleanor A.
Murphy, Annie E.
Mihell, Mildred.
Mallett, Edna E.
Moulton, Bertha M.
Morgan, Manning E.
Mair, Hannah G.
Matheson, Isabella E.
Marcellus, Ina D.
Marsh, Olive M.
Maley, Eva P.
Marsh, Ada B.
Martin, Mabel G.
Maguire, Evelyn E.
Middleboro, Mabel.
Muter, Marie E.
Martin, Mary M.
Mallory, Frank L.
Male, Helena L.
Mason, Agnes R.
Marshall, John B.
Morton, Rena V.
Monkmon, Lawrie M.

VIII. Permanent Second Class Certificates—Con.

Munroe, Edith M.
Milne, Cherry M.
Magee, Marion I.
Macklin, Jessie R.
Morrison, Gertrude E.
Morrison, Kathleen E.
Milroy, Ella.
MacLeod, Jeanette.
Mactaggart, Margaret E.
MacGregor, Jean S.
MacLachlan, Bessie.
MacLaurin, Sara E.
MacDonald, Kate H.
MacPherson, Annie M.
MacArthur, Isabella A.
MacDonald, Annie A.
MacMillen, Ellen M.
MacKenzie, Helena I.
MacDougall, Catharine J.
MacPherson, Edna.
MacGregor, Edna C.
MacIntyre, Hugh B.
MacDonald, Annie F.
MacDonell, Gwendolen.
MacGregor, Florence M.
MacDonald, Christina K.
MacLennan, Donalda E.
MacNaughton, Jennie C.
MacLeod, W. Donald.
MacMillan, Effie.
McIntyre, Annie.
McPhaden, Ruth M.
McKay, Catherine L.
McKinley, Mattie F.
McDonald, Catherine E.
McGillivray, Ruby J.
McHardy, Ethel G.
McMane, Mrs. Ruth K.
McCann, Mabel A.
McCann, Mariana E.
McGregor, Jessie M.
McIlraith, Jessie M.
McIntosh, Mabel.
McMahon, Catherine A.
McNab, Ruth.
McConnell, Adelyne A.
McKay, Muriel.
McKenzie, Christene P.
McLaughlin, Martha (Sr. M. Zeta).
McCallum, Percy P.
McConnell, Ella G.
McConnell, Ethel B.
McGregor, Ruth.
McIntyre, Lilian.
McLennan, Florence.
McCammon, Edith G.
McNamara, Teresa.
McBride, Maida.
McDonald, Annie L.
McDowell, Minnie R.
McLeod, Mary.
McQuarrie, Ethel M.
McNab, Irene L.
McKinnon, Margaret.
McRae, Christena.
McKnight, Leila M.
McKenna, Everilda.
McGwan, Nora M.
McBratney, Ruby.
McBride, Lilian V.
McCracken, Mary W.
McRae, Martha.
McTavish, Jessie M.
McLachlan, Glady E.
McCulloch, Margaret E.
McDougald, Lillias.
McTavish, E. Lylas.
McArthur, Ella.
McCallum, Edna.
McClure, Jane C.
McBride, Mary B.
McGregor, Basil A.
McNeil, Margaret L.
McDonald, Hattie C.
McLeod, Martha R.
McLay, Anna B.
McKay, Mary E.
McAlister, Mary K.
McDermid, Grace E.
McMulkin, Marion.
McFeetors, Eva.
McKay, Annie M.
McCort, Nellie L.
McGill, Esme A.
McMurray, Mrs. Margaret I.
McKenzie, Margaret M.
McEachern, Lily F.
McKay, Florence J.
Nurse, Hazel A.
Nolan, Rose (Sr. M. of Nazareth).
Nicholson, Hildred E.
Nesbitt, W. Lloyd.
Nairn, Mary E. B.
Newman, Olive T.
Nelson, Bessie.
Nolan, Florence C.
Nelson, Lillian R.
Noble, Margaret G. N.
Nicolson, William J.
Neilson, Annie E.
Nicholson, Irene A.
Niebergall, Stanley S.
Nichols, Jeanette M.
Norton, Tessie I.
Nichols, Belle.
Neilson, Mary S.
O'Reilly, May E.
Ovens, Gertrude M.
O'Neill, Kathleen.
O'Boyle, Mary C.
Osborne, Minnie V.
Oestreicher, Milton D.
O'Boyle, Marguerite.
Oswald, Tena E.
O'Brien, Mary J. E.
O'Boyle, Aileen R.
O'Reilly, Edward A.
O'Neill, Jean M.
Price, Carrie A.
Paterson, Emily M.
Procunier, May V.
Pollard, Jacob H.
Preston, Sarah.
Proud, Mabel.
Perras, Rosa (Sr. Joseph Albert).
Porteous, Bella A.
Phinn, Dora E.
Perkin, Nellie M.
Perkins, Gladys S.
Porter, Eva A.
Paterson, Elsie P.
Payne, Myrtle J.
Pescod, Ethel M.
Patterson, Helen.
Pinfold, Ruby.
Patten, Bessie M. (Sr. M. Beatrice).
Porter, Lena K.
Prueter, Wanda L.
Pfohl, Edith M.
Powell, Evelyn.
Prittie, Helen M.
Phillips, Birdie.
Prentice, Laura A.
Price, Carrie E.
Pepper, Mary A.
Peake, Fred D.
Paton, Mary E.
Powell, Mrs. Beatrice A.
Perkins, Hilda E.
Pettit, Lois V.
Pringle, Annie L.
Papineau, Pearl C.
Pulling, Katie E.
Platten, Mrs. A. Irene.
Phillips, Margaret F. (Sr. M. St. James).
Parkhouse, Rosina M.
Peace, Clara L.
Pilcher, Rhoda.
Porter, Bertha J.
Patterson, Nellie A.
Peters, Amy E.
Paton, Katherine A.
Paton, Irene H.
Parkes, Edna L.
Quinlan, Annie.
Quig, Annie H.
Reycraft, Myrtle L.
Ross, Gladys D.
Ryan, May A.
Rose, Edna G.
Richmond, Winnifred.
Rush, Flossie E.
Ryan, Mary A. (Sr. St. Gertrude).
Robertson, Ella C.
Robeson, Eva V.
Rombough, Mrs. Ada M.
Rothwell, Susie.
Ritchie, Emma M.
Rutherford, Martha A.
Ross, Mamie.
Rice, Elizabeth H.
Reeves, Mary A.

VIII. Permanent Second Class Certificates—Con.

Ryan, Winnie M.
Rockwell, Annie L.
Ramsay, Catharine F. P.
Robertson, Eva M.
Reece, Ellen E.
Randles, Minnie L.
Rush, Florence J.
Roberts, Helen.
Rupert, Lily M.
Reeves, Helen B.
Ramsay, Olive C.
Rosebrugh, Marjorie.
Ruttle, Elgin A.
Rowe, Leola F.
Reycraft, Alma L.
Roberts, Lucile M.
Robinson, Emma M.
Robb, Jessie B.
Reinke, Clara A.
Robinson, Vera M.
Redden, Hattie E.
Ruthig, W. Alfred.
Ray, Peter J.
Rodwell, Bertha A.
Robinson, Elsie O.
Riddell, Robert A.
Rutherford, Flossie M.
Rounding, Estella.
Reed, Mae S.
Rathvon, Gordon.
Ralston, Ruth I.
Smith, Katie R.
Scott, Jessie R.
Scott, Bernice E.
Skales, Ruth E.
Stevenson, Annie G.
Sexsmith, Royal L.
Smyth, Nora E.
Smith, Elsie C.
Scott, Lila K.
Shipsides, Ida B.
Stephens, Sydney J.
Steele Gladys W.
Stockwell, Irene A., B.A.
Sheppy, Beulah.
Sherriff, Mary.
Sherritt, Minnie E.
Smith, Myra H.
St. Denis, Mary L.
Stetler, Grace M.
Stuart, Olive M.
Scott, Ernest G.
Short, Isabel A.
Shier, Susan V.
Smyth, Jessie L.
Stewart, Catherine I.
Staley, Eileen A. M.
Stanley, Sadie E.
Sullivan, Frankie M.
Shepherd, Fred. B. R.
Stewart, Mary A.
Sullivan, Elizabeth.
Stonehouse, Iva R.
Smith, Mrs. Ethel W.
Staley, Nora.
Switzer, Bertha.
Smith, Mary L.
Singleton, Helena.
Swinton, Zephy I.
Sterling, Clara M.
Shipley, Belle.
Sellens, Reta E.
Swick, Anna E.
Symons, Clara M.
Shields, Alice A.
Sawdon, Herbert H.
Smith, Irene.
Squire, Estella H.
Staples, Mary J.
Stinson, Eveleene M.
Scholey, Elsie M.
Shier, Susie C.
Sonley, Elma M.
Strongman, Gladys I.
Schurter, Valentine J.
Shute, Sarah M.
Sandison, John D.
Speck, Gladys M.
Shannon, Genevieve.
Snure, Marie E.
Sabiston, Jessie E.
Scott, Bernice E.
Switzer, Harriett G.
Stokes, Milton L.
Slatcher, Myrtle H.
Scarland, Ethel M.
Styles, George G.
Shannon, Lea M. N. A.
Scott, Lillian E.
Springett, Bertha.
Stewart, Louisa M.
Sinclair, Annie S.
Sheperdson, Margaret A.
Silver, Alma M.
Stewart, Annetta C.
Schram, Bessie M.
Stephens, Georgina.
Skeoch, Mary E.
Smith, Genevieve.
Stothers, Ethel J.
Scholes, Jennie E., B.A.
Strader, Eva M.
Schenck, Edith V.
Shearer, Letitia.
Sheppard, Iva V.
Smith, Gladys E.
See, Mildred M.
Sherlock, Clare I.
Safford, Hazel D.
Smith, Nellie M.
Staples, Berta M.
Swartz, Mary.
Stout, Agnes.
Sullivan, Eileen.
Smith, Abbie E.
Street, Marguerite A. (Sr. M. Thérèse).
Sloman, Wilbert G.
Shrier, Emerson N.
Symington, Mary M.
Sovereign, Nellie F.
Townsend, Ethelyn M.
Twiss, Norma M.
Twiss, Edward O.
Turner, Edna M.
Tolman, Sarah H.
Taylor, Ida H. A.
Tew, Lorene M.
Townsend, Margaret L
Turnbull, Margaret I.
Turnbull, Ethel G.
Tuffy, Aurelia.
Terry, Anna L.
Thomson, Ethel.
Thornbury, Gertrude.
Taylor, Cecilia A.
Thistlethwaite, Beatrice B.
Thompson, Muriel C.
Thomson, Jean V.
Taylor, Hazel E.
Touchburn, Florence.
Taylor, Blanche A.
Turner, Marjorie J.
Thorne, Eva M.
Thompson, Jessie G.
Thompson, Gladys N.
Topping, Reta L.
Trout, Jessie M.
Thompson, Gladys M.
Tanner, Bhima L.
Thomson, Tena.
Thompson, Grace.
Tipling, Ethel M.
Tallon, Lillian.
Tilden, Annie R.
Trojan, Martha A.
Thompson, Elaine D.
Thompson, Maude I.
Tomlinson, Hazel W.
Tutt, Ruby P.
Tolton, Hattie.
Teeter, Laura.
Thompson, Mary E.
Urquhart, Margaret.
Uren, Antoinetta R.
Urquhart, Beatrice F.
Van Nostrand, Anna M.
Vanderwater, Helena B.
Vaughan, Norman.
Vipond, Velma M.
Veitch, Jessie W.
Vessot, Irene E. C.
Valley, Rubena M.
Vincent, Gladys I.
Will, Olive M.
Winter, Anna E.
Williams, Vera G.
Williams, Alta C.
Woolverton, Laura B.
Whittaker, Marjorie B.
Waller, Amy A.
Williams, Verina C.
Ward, Lola M.
Wills, Katharine E.
Wilson, Florence I.
Watson, Marion M.
Weseloh, Isabella O.
Willis, Vera.

VIII. Permanent Second Class Certificates—Con.

Wallace, Glenmore H.
Wilson, Margaret E.
Wilson, Myrtle E.
Wainman, Ada.
Walsh, Mabel A.
Webster, Beatrice.
Wight, Harvey S.
Watson, Edith E.
Watson, Elva R.
Watson, Margaret M.
Wilkinson, Bertha.
Wilkinson, Sarah J.
Willis, Hazel H.
Withers, Myrtle E.
Witthun, Edna J.
Wright, Adelaide M.
Wright, Gladys M.
Wallace, Bessie R.
Whitfield, Mabel E.
Walton, Maysie A.
Wiltse, Olive M.
Weir, Pauline G.
White, Tillie.
Wright, Ethel J.
Weeks, Gertrude L.
Wilson, Harriette S.
Woods, Annie E.
Williams, Pearl E.
Williams, Genevieve V.
Werden, Minnie E.
Walker, Mary E.
Weatherill, Nellie.
Whitehead, Janet L.
Wardell, Norma.
Ward, Helen M.
Watson, Maude.
Wilcock, Euretta K.
Webster, Gladys P.
Woods, Russell G.
Wilson, Ethel L.
Wilton, Kathleen.
Wade, Henrietta.
Whittington, Joseph W.
Wendt, William F.
Wiley, Mildred L.
Winter, Clara.
White, Olive W.
Wallace, Hazel E.
Wilkes, Ruth B.
Wright, Effa G.
Watson, Eleanor M.
White, Margaret D.
Wright, Jessie K.
Williams, Marguerite.
Walsh, Annie L.
Waddell, Mary.
Wilson, Marjorie.
Wallace, Margaret A.
Wilson, Annie B.
Wheeler, Rose E.
White, Pearl M.
Whaley, Mary A.
Wilson, Helen R.
Weaver, Olive J.
Winterborn, Gwendolyn.
Williams, Ela R.
Watson, Mary E.
Wylie, Jean V.
Wilson, Florence M.
Wheadon, Doris C.
Willcock, Gertrude M.
Watson, Edith G.
Young, Muriel M.
Young, Penelope F.
Yorke, Evadne S.
Yates, Hazel F.
Young, Reginald S.
Zeran, Hortensa M.
Zoller, Elmina L.

IX. Kindergarten Director's Certificate

Buckley, Augusta.

X. Manual Training Certificates

(a) Permanent Ordinary

Myrick, Walter G.

(b) Permanent Specialist

Mann, William S.

XI. Household Science Certificate

Permanent Ordinary

Grassie, Annie M.

XII. Professional Certificates, 1916

—	No. of Candidates	Extra Mural Students	High School Interim Certificates	Provincial First Class Certificates	Interim First Class Certificates	Permanent Second Class Certificates	Interim Second Class Certificates	Limited Third class Certs. valid for 5 yrs	District Certificates valid for one or two years	Extended District Certificates (Academic Course)	Total number of Certificates
Faculties of Education	379	66	*243	32	334	.....	17	....	.....	.....	626
Normal Schools	1550	127	....	....	....	231	1070	223	.....	.....	1,524
Autumn Model Schools	145	12	....	....	....	.....	....	149	4	.....	153
English-French Model Schools	105	1	....	....	....	.....	....	40	13	.....	53
Summer Model Schools	381	....	....	....	....	.....	....	86	148	118	352
Certificates issued on *pro tanto* standing	....	....	....	....	....	.....	8	17	.....	.....	25
Interim High School Certificates issued on reaching 21 years of age	....	....	†148	....	....	.....	....	....	.....	.....	148
Interim Certificates made permanent	....	....	....	133	....	863	....	....	.....	.....	996
Total number of newly certificated teachers	....	....	391	32	334	231	1095	515	165	.....	2,763

* Of these 170 were also granted I Class Certificates.
† These previously held Interim I Class Certificates.

Household Science

Number of Interim Ordinary Certificates 30
Number of Interim Specialist Certificates..... 1

Manual Training

Number of Interim Ordinary Certificates 4

Kindergarten Certificates

Number of Interim Kindergarten-Primary Certificates... 219

Summary of Certificates issued on the results of the examinations taken at the close of the Summer Schools

Elementary Agriculture and Horticulture (Interim)	40	Household Science, Elementary (Interim)	10
Intermediate Agriculture and Horticulture (Interim)	15	Kindergarten Primary (Interim)	195
Elementary Art (Interim)	67	Elementary Manual Training (Interim)	4
Supervisors in Art (Interim)	35	Elementary Vocal Music (Interim)	16
Specialists in Art (Interim)	50	Supervisors in Vocal Music (Interim)	7
Specialists in Commercial Subjects (Interim)	9	Elementary Physical Culture (Interim)	176
		Supervisors in Physical Culture (Interim)	31
		Specialists in Physical Culture (Interim)	54

In addition to the above, one hundred and twenty-eight Interim Certificates in Elementary Physical Culture were granted on *pro tanto* standing.

XIII. Temporary Certificates issued in 1916

Inspectorate	Number during 1st half year	Number during 2nd half year	Inspectorate	Number during 1st half year	Number during 2nd half year
Brant	1	.....	Perth, S	.....	.....
Bruce, E	5	4	Peterborough, E	7	1
Bruce, W	1	.....	Peterborough, W., & Victoria, E	3	3
Carleton, E	4	4	Prescott and Russell	2	17
Carleton, W & Lanark, E.	7	7	Prince Edward	1	.....
Dufferin	.....	.....	Renfrew, N	2	.....
Dundas	.....	.....	Renfrew, S	3	2
Elgin, E	.....	.....	Simcoe, N	.....	1
Elgin, W	.....	.....	Simcoe, S	3	.....
Essex	1	1	Simcoe, E	4	3
Essex, N. (in part only)	1	.....	Stormont	2	.....
Frontenac, S	8	4	Victoria, W	4	1
Frontenac, N., & Addington.	13	36	Waterloo, N (No. 1)	.....	.....
Glengarry	3	3	Waterloo, S. (No. 2)	.....	.....
Grey, E	1	.....	Welland	.....	.....
Grey, W	.....	1	Wellington, N	2	.....
Grey, S	.....	.....	Wellington, S	.....	.....
Haldimand	.....	.....	Wentworth	.....	.....
Halton	.....	.....	York, N	.....	.....
Hamilton City	1	.....	York, W	.....	.....
Hastings, Centre	5	2	York, E	.....	.....
Hastings, S	4	.....			
Hastings, N	5	6			
Huron, E	2	1	District Divisions:		
Huron, W	.....	.....	No. I	12	11
Kent E	.....	.....	No. II	2	6
Kent, W	.....	.....	No. III	2	7
Lambton, E. (No. 2)	.....	.....	No. IV	5	5
Lambton, West (No 1)	.....	2	No. V	12	7
Lanark, W	20	14	No. VI	11	6
Leeds and Grenville, No. 1.	3	4	No. VII	16	8
Leeds and Grenville, No.2.	1	2	No. VIII	15	18
Leeds and Grenville, No. 3.	.....	3	No. IX	18	28
Lennox	8	7	No. X	4	2
Lincoln and Pelham Tp	.....	.....	No. XI	2	.....
Middlesex, E	.....	.....			
Middlesex, W	1	.....	English-French Divisions:		
Norfolk	2	.....	No. I	.....	2
Northumberland & Durham.			No. II	6	2
West, No. 1	1	.....			
Centre, No. 2	1	.....	R.C. Separate Sch. Divisions:		
East, No. 3	4	3	No. I	8	4
Ontario, N	.....	.....	No. II	1	.....
Ontario, S	.....	.....	No. III	1	5
Oxford, N	1	.....	No. IV	2	11
Oxford, S	2	.....	No. V	14	28
Peel	.....	.....			
Perth, N	.....	.....	Totals	270	281

APPENDIX U

LISTS OF ASSOCIATE EXAMINERS, AND CONTINUATION AND HIGH SCHOOL PRINCIPALS AND ASSISTANTS

I. Associate Examiners, 1916

Model Entrance, Lower School, Senior High School Entrance and Senior Public School Graduation Diploma

Grammar: Margaret H. Abel, Edna Alcombrack, Pearl Baker, Norah Belcher, Olvetta Brigham, Hattie Chapman, Bertha Dell, W. F. Darroch, Eliza Fitzgerald, Edna Graham, N. R. Gray, Ethel I. Good, May R. Hutchinson, Grace E. Johnston, Hally Johnston, Margaret E. Lutman, Mary E. Lynch, Anna Mackenzie, Pearl McGregor, Persie C. Meadows, J. D. Morrow, Mila O'Callahan, Mary A. Robinson, Gertrude Ryan, Lena Summers, Josie Switzer, Elizabeth A. R. V. Wilson, Violet Winnett, Elsie M. Wise, E. May Wyman.

Spelling: Florence Armstrong, William Baird, Pearl Z. Baker, Norma Gee, Elva Gould, Ethelberta Hodgins, Bessie R. Humphries, J. H. M. McRoberts, Clara McTaggart, Ada M. Menhennick, Marguerite O'Connell, J. M. Simpson, F. G. Sweet, Daisy Taylor, Grace E. Wightman.

Literature: Marion Lailey, Annie J. Willoughby.

Composition: Ida M. Mara.

History: Beatrice E. Anderson, Viola M. Davidson, Helen Dickson, Jessie Eckhardt, J. J. Edwards, Kate Elmslie, Jean H. Fleming, J. W. Fraser, Nellie Goodall, J. Margaret Grant, Annie Guilfoyle, Margaret J. Hinds, Gertrude Hodge, J. I. Hutchinson, P. T. Jermyn, Lydia M. Kay, Sada MacIntyre, Emma L. MacKay, Mary Moir, Christina H. Morton, M. Maude Norton, A. E. O'Neill, H. May Peregrine, Helena G. Raitt, Sadie Robinson, Maude L. Rose, C. A. Shaver, A. F. Smith, Inez Stafford, Elizabeth J. Wallen.

Arithmetic: Grace C. Austin, Eleanor Avery, C. H. Barnes, A. T. Batstone, C. K. Bluett, C. L. Brown, T. M. Cayley, B. W. Clark, Leo Hartford, Viva M. Hicks, Walter Keast, J. M. MacKay, C. H. McGee, Margaret K. Munro, A. M. Murday, John Sinclair, W. A. Skirrow, T. N. Stockdale, E. T. Young.

Algebra and Geometry: W. H. Rogers, G. B. Stewart.

Science: E. O. Awde, M. H. Ayers, J. A. Bell, Jessie C. Blacklock, G. L. Brackenbury, Alex. Caldwell, J. H. Cameron, J. E. Currie, Jean M. Davidson, C. G. Fraser, R. S. Hamilton, Ella A. Hanna, E. P. Hodgins, A. D. Hone, A. H. Irwin, N. A. Irwin, Laura Jeckell, W. A. Jennings, Flora E. Morgan, C. I. Nelson, Vera E. Norrish, Eva M. Ranson, B. A. Scott, Rena C. Scott, H. F. Schmietendorf, S. Louise Smith, R. J. Sinclair, Ruple Taite, Beatrix Tatham, R. D. Webb, A. M. Woodley, Mabel R. White.

Geography: Etta L. Barber, L. S. Beattie, A. C. Bernath, Hughena Campbell, J. M. Cameron, Evelyn R. Caverley, Florence Coghlan, Eva M. Crummer, Margaret M. Dawson, Annie L. Dunwoodie, Mary E. Edge, Lillian M. Ferguson, Lillian File, Evelyn C. Garrett, J. G. Gordon, A. Gilmour, Gertrude Griffiths, Florence Halliday, James Hartford, F. J. Johnston, F. R. Lishman, E. C. McQuarrie, Mayme H. Moynihan, Isabella C. Mitchell, Lulu E. Mulloy, J. L. O'Grady, Sarah E. Parr, H. A. Percy, H. S. Rosevear, Jessie Scott, Eva R. Stocker.

Writing: Cora Bartlett, Bessie Brimicombe, Ethel C. Eaton, Mrs. E. Ford-Firby, Mabel Howie, Ruby I. Kilty, Bertie L. Lindsay, T. W. Oates, Eva A. Power, Kate Richardson, Margaret E. Ross, Wilhelmina D. Rutherford, W. M. Shurtleff, W. J. Squire, Leah Webster.

Art: Mildred Agla, H. E. Bicknell, Minnie L. Brill, I. Violet Dickens, Emma L. Eby, Roxie A. Ellis, Rebecca Edwards, Muriel B. Ferguson, Lulu B. Fraser, Lucille Fraser, Helen M. Grieve, L. Morwenna Harris, C. W. Horton, Agnes M. Johnston, G. L. Johnston, Marcella T. Marshall, Mrs. J. E. MacGregor, Bessie McCamus, S. W. Perry, Laverna B. Stark, Helen Weatherill, Julia Weir, Leonard Wheelton.

Bookkeeping and Writing: Estella R. Cragg, J. A. Dickinson, Olive Fritz, G. A. Lucas, W. J. O'Brien, Margaret Smith, E. C. Srigley, Laura A. Wickett.

Household Science: Mayme Kay, E. Muriel Miller, Enid Robertson, Leila K. White.

Middle School Examination

Literature: Eleanor L. Clarke, Florence Bissonnette, H. W. Brown, Wilhelmina M. Ford, A. J. Husband, Sadie E. Iveson, Jessie S. Kilpatrick, G. L. MacDonald, Isabella J. Macdougall, Annie M. McArthur, J. G. McEachern, Rose McQueen, D. S. Paterson, Isabel K. Smith, Janie Thomas.

Composition: Annie E. Bentley, Wilhelmina Colbeck, H. E. Collins, Rosalie Dugit, D. A. Gilchrist, Emily McManus, Mrs. Ada Pattee, Harriet A. Patterson, W. B. Race.

British and Canadian History: E. E. Ball, W. A. Campbell, Irene M. Currie, Nellie DeCou, J. H. Dolan, Mary A. Harris, Ella L. Hawkey, Claire Hitchon, Florence A. McLeod, A. D. Norris, A. M. Robertson, J. B. Robinson, Frances A. Robinson, J. M. Zurbrigg.

Ancient History: Elsie Affleck, Henrietta E. Allison, J. G. Althouse, Jessie M. Bell, Winnifred Buchanan, J. O. Carlisle, W. J. Fenton, F. W. French, Edith G. Gibson, A. C. Haynes, Katie Johnston, Stella A. Jordan, A. W. Morris, W. J. Salter, W. B. Taylor, Alice B. Turner.

Algebra: W. R. Bocking, J. L. Cornwell, C. L. Crassweller, J. Davison, Thos. Hobbs, G. M. James, Pearl Payne, W. E. Rand, B. L. Simpson, W. L. Sprung.

Geometry: Florence J. Adams, E. W. Durnin, Loretto C. Fair, A. R. Girdwood, Marie A. Higginson, B. F. Howson, Olive P. MacKay, C. A. Milburn, J. H. Packham, J. F. Ross, G. R. Smith, F. D. Wallace, H. Blanche Willson.

Chemistry: R. P. Allin, G. H. Bielby, G. A. Carefoot, T. W. Elliott, J. W. Firth, T. H. Follick, Florence M. Flanagan, L. H. Graham, J. M. Hagan, R. G. Lawlor, B. E. Leckie, P. C. MacLaurin, C. F. Marshall, E. Morrison, A. B. Steer.

Physics: W. Bellamy, W. P. Ferguson, F. A. Flock, E. J. Halbert, W. J. Haydon, Thos. J. Hicks, J. W. Kelly, E. O. Liebner, J. L. MacLaurin, Priscilla V. M. McNeely, J. McNiece, D. H. McGill, W. J. Morrison, Elizabeth Penson, W. J. Saunders.

Art: C. W. Horton, J. R. Seavey, N. J. Thomas.

Latin: R. A. Barron, H. S. Berlanguet, J. C. Clark, W. C. Dowsley, A. A. Dundas, W. A. Graham, J. V. Henderson, C. A. Mayberry, Clara B. McKinley, J. H. Mills, J. Morgan, Winnifred E. Ovens, Peter Perry, J. C. Smith, G. E. Will.

Upper School Examinations

English: F. H. Bell, A. W. Burt, W. Elmslie, Elizabeth C. Henry, Gertrude Lawler, I. M. Levan, Ethel O. Scott, Ethel M. Sealey.

History: J. W. Charlesworth, Cora E. Hewitt, Laura L. Jones, G. W. Malcolm, L. J. Pettit, W. N. Sexsmith.

Classics: D. M. Grant, H. R. H. Kenner, J. T. Lillie, W. Logan, W. J. Twohey.

French and German: Janet Carter, F. H. Clarke, Jessie Houston, E. S. Hogarth, Sophia E. Marty, Clara Ward.

Mathematics: D. L. Cranston, R. A. Gray, W. J. Lougheed, A. M. Overholt, R. C. Rose, W. W. Rutherford, R. Shaw, R. Wightman.

Science: Annie A. Boyd, A. Cosens, H. B. Fetterly, A. P. Gundry, T. J. Ivey, J. R. Moore, E. Pugsley, G. A. Robertson, G. F. Rogers, W. Smeaton, P. M. Thompson, J. B. Turner.

Matriculation Examination

Literature: W. N. Bell, Marie Bibby, J. D. Christie, Evelyn D. Kellock, C. F. Price.

Composition: A. H. Dunnett, W. Kemp, H. M. McCuaig, J. Simpson.

Grammar: Frances D. Morden.

British and Canadian History: G. L. Gray, Maybelle M. Laing, A. I. Ogilvie, Mrs. F. G. Parker, Hazel I. Reid, Agnes Vrooman.

Ancient History: C. J. Burns, Helen Macdonald, C. B. Sissons, H. I. Strang, Madeline C. Young.

Classics: W. J. C. Barrett, J. S. Bennett, L. Brown, Hugh W. Bryan, C. E. Evans, J. A. Freeman, D. E. Hamilton, H. W. Kerfoot, Lillie E. C. Lloyd, J. F. Messmore, Mabel Nesbitt, S. F. Passmore, Gertrude Pringle, L. C. Smith.

French and German: Mabel M. J. Baird, Lydia A. Barr, Annie B. Brain, Effie M. Bunnell, L. J. Clark, H. Gertrude Coad, Margaret Cook, T. E. Elliott, H. W. Irwin, F. C. A. Jeanneret, J. S. Lane, Minnie F. Libby, D. MacKay, Helen C. Mackintosh, Aletta E. Marty, H. S. McKellar, Jessie Muir, N. L. Murch, Hattie L. Pinel, Ada E. Richardson, Marion H. Rose, S. Ada Smith, H. B. Tapscott, John B. Wallace, Mary I. Williams, F. A. Whitton.

Arithmetic: A. C. McPhail.

Algebra: J. T. Crawford, Martha Fitch, Mary A. Gillespie, M. W. McHugh, Mary E. G. Waddell.

Geometry: A. Cole, U. J. Flach, W. W. Knight, I. T. Norris, J. G. Workman.

Chemistry: E. J. Corkill, J. P. Hume, F. A. Stuart, J. B. Tingle.

Physics: G. R. Anderson, J. L. Mitchener.

II. List of Principals and Assistants of Continuation Schools, January, 1917

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class or a High School Assistant's certificate.)	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. & Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High or Continuation Sch.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Acton	Stewart, William H.				1903	13½	15	1,250	.....	.....
	Baker, Pearl Z.			Art	1914	6½	2½	.....	.....	875
Agincourt, 14 Scarboro'..	Peterson, Helen B.				1916	2½	2	1,000	.....	.....
Alvinston	Carbert, Robert H.				1911	8½	3	1,300	.....	.....
	Turvey, Ina M.		Art. (Int.)	Phys. Cul.	1913	3½	1	.....	.....	750
Arkona	Augustine, Annie F.			Art	1916	5½	5	875	.....	.....
Ayr	Chisholm, Renw'k J..(Int.)*			Phys. Cul.	1915	3½	....	1,050	.....	.....
	Winhold, Edward P....(Int.)			Phys. Cul.	1915	1½	1	.....	775	.....
†Bancroft	Keenan, Edward J.			Phys. Cul.	1914	10	2½	1,100	.....	.....
Bath	Morgan, Flora E.			Phys. Cul.	1915	4½	3	850	.....	.....
	Walker, Ruth H. .....(Int.)	B.A., Tor.			1916	½	....	.....	.....	650
Beaverton	Webb, Roland D. .....*				1917	6½	1½	1,500	.....	.....
	Johnston, Helena E.			Art	1916	5½	½	.....	.....	775
Beeton	Stewart, Bertha R.....			Hous. Sci.....	1917	1½	7	1,000	.....	.....
	Adams, Ada				1916	½	2	.....	.....	700
Belmont, U 11, S. Dorchester	MacKillop, Oliver M.				1913	3½	4	1,300	.....	.....
	Venning, Hazel N. ...(Int.)				1916	½	1	.....	.....	700

Blenheim	Mackenzie, Elizabeth S.....*			Phys. Cul.	1916	7½	1	1,050		
	Russell, Flossie Lillian				1916	½	2½			700
Blind River	Brunkard, Ethel				1915	3½	4½	950		
	McGibbon, Hazel M.				1916	3	½			750
†Blyth	Money, Mabel L.				1916	½	5	1,000		
Bothwell	O'Leary, Susan .....*			Phys. Cul.	1913	5½	1½	1,025		
	McCoig, Mary Alice				1916	½	3½			650
Bowesville, 5 Gloucester	Moynihan, Mayme H.....*				1915	4	1	850		
Bracebridge	Shannon, Samuel	B.A., Tor.			1908	9	3	2,000		
	File, Edna G.			Phys. Cul.	1916	1	3			800
	Reid, Jean G.	B.A., Queen's.	Fr. & Ger. (Int.)	Art	1917	4				900
Bridgeburg	Henderson, Hubert M. (Int.)*			Phys. Cul.	1912	4½	1	1,200		
	Chambers, Josephine...(Int.)	B.A., Tor.			1914	3	½			800
Bruce Mines	Carter, George W.	B.A., Tor.			1917		2	1,200		
	Stewart, Etta M.	B.A., Tor.	Fr. & Ger., Eng.		1915	18				750
Brussels	Scott, Benjamin S.			Phys. Cul.	1914	6	3	1,200		
	Jardine, Amy M.			Art	1916	½	3			700
Burk's Falls	Wilson, James S.			Phys. Cul.	1917	2½	3½	1,300		
	Stanley, Pauline M. ...(Int.)	B.A., West.			1916	½	3			850
Burlington	Smith, Daniel E.	B.A., Tor.		Agr. & Hor.	1909	13½	2	1,500		
	Ghent, Lucy T. B.	B.A., Tor.			1911	5½				850
Cannington	Summers, Christopher			Agr. & Hor.	1915	6½	5	1,225		
	Moir, Mary I.	B.A., Tor.		Art	1915	5½	½			775
Cardinal	Ranson, Eva M.			Art	1913	6	3	1,000		
	Ballance, Helen A.			Phys. Cul.	1913	3½	3½			750
Carp, 3 Huntley	Stewart, Annie J. .....*	B.A., Queen's.		Phys. Cul.	1911	6½	1½	1,075		
	Ferguson, Lillian				1915	6½	2			800
Chapleau, 1 Chapleau	Traver, Lillie A.	B.A., Queen's.	Eng. and His.	Phys. Cul.	1916	½	3½	1,100		
	Rutledge, Evelyn M...(Int.)				1915	1½				800

*Endorsed for Principalship.

†One teacher devotes full time and one, half-time to Continuation School work.

List of Principals and Assistants of Continuation Schools, January, 1917—Continued

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class or a High School Assistant's certificate.)	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. & Hor. the Certificate is Intermediate.)	Date of Appointment	No. of years' experience in a High or Continuation Sch.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Claremont, 15 Pickering..	Wilker, Milton J.	.....	Phys. Cul..(Int.)	.....	1914	2½	2	1,000	.....	.....
	Rice, Elsie M.	.....	.....	.....	1914	2½	....	.....	.....	675
Clifford	Ross, Margaret E.	.....	.....	Art	1913	3	14	1,000	.....	.....
	Stanley, Fredrica .....(Int.)	.....	.....	Phys. Cul.....	1916	½	....	.....	.....	700
Coldwater	Clark, Joseph C.....§	B.A., Tor.	Class	.....	1915	19	2½	1,100	.....	.....
	Mullette, Fernia H. ...(Int.)	.....	.....	.....	1916	½	1	.....	.....	750
Comber, 4 Tilbury W.	Cornforth, Helen	.....	.....	.....	1916	½	3½	750	.....	.....
	Maitland, Jessie H. ...(Int.)	B.A., Queen's..	Eng. & Hist.	.....	1916	½	....	.....	.....	700
Cookstown, 5 Essa	Wightman, Keith	.....	.....	.....	1915	1½	6	1,200	.....	.....
	Goodall, Nellie	.....	.....	.....	1910	7	....	.....	.....	700
Creemore	Caverley, Evelyn R. .....*	.....	.....	.....	1915	6	1	900	.....	.....
	Somerville, Eva M.....(Int.)	.....	.....	Phys. Cul.....	1917	2	....	.....	.....	800
Delaware, 2 Delaware.....	Conway, Irene E.....	.....	.....	Art.....	1916	7	3	1,000	.....	.....
Delhi	Blacklock, Jessie C.	.....	.....	Art, Phys. Cul....	1916	4½	2	1,000	.....	.....
Drayton	Clark, George A.....	.....	.....	Agr. & Hor.	1913	11½	6	1,300	.....	.....
	Ellerby, Edna F.	.....	.....	Phys. Cul.	1913	3½	4½	.....	.....	750
	Smith, Clara C. .....(Int.)	B.A., Tor.	.....	Phys. Cul.	1916	½	½	.....	.....	725
Dresden	Bowden, Wm. L.	.....	.....	Agr. & Hor. P. Cul.	1913	3½	12	1,300	.....	.....
	French, Dorothy .....(Int.)	B.A., Tor.	.....	.....	1916	½	....	.....	.....	750

†Drumbo, 11 Blenheim ...	Mott, Stella K.	B.A., Tor.	Eng. & Hist. (Int.)	.....	1917	5½	4	1,000	.....	.....
Dryden	Adams, John M.	.....	.....	.....	1914	5	8	1,200	.....	.....
Eganville	Dunwoodie, Annie L.	.....	.....	.....	1915	7	2	1,000	.....	.....
	Sly, Wilhelmina .....(Int.)	B.A., Queen's..	.....	.....	1916	½	4	.....	.....	700
Eganville (R. C. S. Sch.).	McHugh, Elizabeth (S. St. Ernestine) .....(II Cl.)	.....	.....	.....	1899	16½	11	800	.....	.....
	Maher, Margaret (S. Mary Aurelia)	.....	Art .....(Int.)	.....	1914	2½	12½	.....	.....	700
Elmira	Crawforth, Alma W.	B.A., Tor.	.....	.....	1914	2½	3½	1,100	.....	.....
	McDonald, Margt. D...(Int.)	.....	.....	.....	1915	2½	1	.....	.....	750
Ennismore, 4 Ennismore..	Young, Clara .....*	.....	.....	.....	1916	4	....	1,000	.....	.....
	McNamara, Elizabeth	.....	.....	Phys. Cul., Art...	1916	3½	....	.....	.....	750
†Erin	Partridge, James A.....	.....	Phys. Cul..(Int.)	.....	1916	½	2½	1,050	.....	.....
Exeter	Spark, George .....*	B.A., Tor.	.....	Agr. & Hor.	1914	5½	3	1,500	.....	.....
	Dobson, Viola J. .....(Int.)	B.A., Tor.	.....	Phys. Cul.	1916	1½	....	.....	.....	750
	Quinn, Mamie G. .....(Int.)	.....	Com.	.....	1917	....	1½	.....	.....	800
Fenelon Falls	Nesbitt, Mabel E.....§	B.A., Queen's..	.....	.....	1917	4½	1	1,200	.....	.....
	Henderson, Orville J...(Int.)	.....	.....	.....	1916	½	....	.....	800	.....
Feversham, 7 Osprey	Warren, Violet	B.A., Queen's..	Eng. & Hist. (Int.)	Art	1916	½	5½	750	.....	.....
Finch	Armstrong, Eunice	.....	.....	Art	1911	7½	2½	1,050	.....	.....
	Daley, Muriel M.	.....	.....	Phys. Cul.	1913	3½	1½	.....	.....	800
Fingal, 12 Southwold	Bell, John A.	.....	.....	Agr.&Hor.,Ph.Cul.	1917	4	....	1,100	.....	.....
	Hicks, Viva M.	.....	.....	.....	1915	8½	1	.....	.....	800
Fitzroy Harbour, 8 Fitzroy	Stapleton, Louis J.	.....	.....	.....	1916	½	2	1,000	.....	.....
	McSherry, Charlotte	.....	.....	.....	1917	3	3	.....	.....	700
Fort Frances	Pickering, John R.	.....	.....	.....	1915	7½	2	1,450	.....	.....
	Smith, Eleanor .....(Int.)	.....	.....	.....	1915	1½	....	.....	.....	850

*Endorsed for Principalship.
§High School Principal's certificate.
†One teacher devotes full time and one, half-time to Continuation School work.

List of Principals and Assistants of Continuation Schools, January, 1917—Continued

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								Principal	Male Assistants	Female Assistants
								$	$	$
Frankford	Bell, John M.				1915	1½	31	1,100		
	Anderson, Nellie L.				1915	7½	3			700
Gore Bay	Hoover, Egbert E.				1910	9½	3	1,200		
	Stevenson, Marjorie T. (Int.)			Art	1914	2½				800
Grand Valley	Taite, Ruple				1916	4½	3	1,150		
	Wallace, Verna (Int.)				1916	½				700
Hanover	Magee, James A.			Phys. Cul.	1905	13½	2	1,500		
	Wright, Cassie (Int.)			Phys. Cul., Art	1914	2½	1½			750
Harrow, 9 S. Colchester	Wightman, Grace E.				1913	6	3	900		
	Maitland, Marion (Int.)			Phys. Cul.	1916	½	1			700
Havelock	Danard, Charles H.	B.A., Tor.	Phys. Cul. (Int.)		1915	1½	2½	1,100		
	Brewster, Gladys I. (Int.)			Phys. Cul., Art	1914	2½				700
Highgate, 6 Orford	Burke, Alex.				1913	22½	13	1,300		
	Broad, Luella (Int.)	B.A., Tor.		Phys. Cul.	1916	2	1			750
Huntsville	Bernath, Alfred C.				1900	15½	5½	1,500		
	Peregrine, H. May			Art	1912	9	2			800
Jarvis	Dickson, Helen M.		Com. (Int.)	Phys. Cul.	1916	4½	3	1,000		
Jockvale, 10 Nepean	Tierney, Olive				1915	1½	3	825		

Kars, U. 3 North Gower..	Heather, Eunice	.....	.....	Phys. Cul.	1915	1½	2	800	.....	.....
	Gardiner, Mae .....(Int.)	B.A., Queen's..	.....	.....	1916	1½	....	.....	.....	700
Keewatin	Baker, William T.	.....	.....	.....	1913	9	5	1,550	.....	.....
	Going, Ambia L. .....(Int.)	B.A., Tor.	Art	.....	1916	½	....	.....	.....	850
Kenmore, 15 Osgoode	Fraser, Christine	B.A., McM. ...	.....	.....	1916	2½	5	850	.....	.....
	Wallen, Wilfrid B. ...(Int.)	.....	.....	Phys. Cul.	1915	1½	....	.....	750	.....
†Kinburn	Richardson, Julia I.....	.....	.....	.....	1917	2	3½	1,000	.....	.....
Lakefield	Simpson, John M.	B.A., Queen's..	Phys. Cul. (Int.)	.....	1916	7½	9	1,300	.....	.....
	Park, Camilla H. .....(Int.)	B.A., Tor.	.....	.....	1915	1½	1½	.....	.....	900
Lanark	Beatty, Robert....(II Class)	.....	.....	.....	1889	27½	9	900	.....	.....
	Ryan, Gertrude .....(Int.)	B.A., Tor.	.....	.....	1916	½	....	.....	.....	750
Lansdowne, 9 Leeds and Lansdowne Front	Boyd, Agnes M.	B.A., Queen's..	.....	.....	1914	2½	4	800	.....	.....
Little Current	Coghlan, Florence	.....	.....	.....	1916	5½	2½	1,000	.....	.....
Lucknow	Doupe, Henry A.	.....	.....	Art	1913	8½	2½	1,350	.....	.....
	Rutherford, Wilhelmina D...	.....	.....	.....	1916	4½	4	.....	.....	800
†Malakoff, 3 Marlborough.	Lee, Sadie	B.A., Queen's..	Eng. & Hist. (Int.)	.....	1916	½	3½	850	.....	.....
Manitowaning, 2 Assiginack	Hart, Luther S.	.....	.....	.....	1916	½	4	850	.....	.....
Maxville	Iveson, Sadie E.	B.A., McM. ...	.....	.....	1915	4	3	1,000	.....	.....
	MacLeod, E. Blanche..(Int.)	B.A., Queen's..	.....	Art	1916	½	....	.....	.....	750
Melbourne, U. 16 Caradoc.	Robinson, Wm. G.....(II Cl.)	.....	.....	.....	1900	16½	5	950	.....	.....
	Davidson, Georgia	B.A., West. ..	.....	Art	1915	2	4	.....	.....	800
Merlin, U. 5 Raleigh.....	Horan, J. Cecelia	.....	.....	Art	1916	3½	2	800	.....	.....
	Glasgow, M. Irene ....(Int.)	.....	.....	Phys. Cul.	1915	1½	....	.....	.....	675
Merrickville	Lutman, Margaret E.....	.....	.....	Phys. Cul.	1912	4½	2	1,000	.....	.....
	Switzer, Neva .....(Int.)	.....	.....	.....	1916	½	....	.....	.....	700
Metcalfe, 11 Osgoode	White, Mabel R. .....*	.....	.....	Phys. Cul.	1914	5	⅓	1,000	.....	.....
	Rolston, Ella G. .....(Int.)	B.A., Queen's..	.....	.....	1915	1½	....	.....	.....	700

*Endorsed for Principalship. †One teacher devotes full time and one, half-time to Continuation School work.

List of Principals and Assistants of Continuation Schools, January, 1917—Continued

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a permanent First Class or a High School Assistant's certificate.)	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. & Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High or Continuation Sch.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Millbrook	Hampton, David ....(II Cl.)	.....	.....	.....	1883	20½	25	825	.....	.....
	Mitchell, May	.....	.....	Art, Phys. Cul....	1912	8	5½	.....	.....	775
Milton	Marcellus, J. Ernest	B.A., Queen's..	.....	.....	1912	10	2	1,600	.....	.....
	Fleming, Jean H.	.....	.....	Art	1914	5	½	.....	.....	900
Mount Albert, 13 East Gwillimbury	Kehoe, Martin B.	.....	.....	.....	1915	1½	2	1,200	.....	.....
	McDowell, Jennie	.....	.....	.....	1917	1½	10	.....	.....	700
†Navan, 3 Cumberland...	Maxwell, Mabel I.	B.A., Queen's.	.....	Art	1916	½	2	1,000	.....	.....
New Hamburg	Smith, James M.	.....	.....	Phys. Cul.	1908	8½	6	1,500	.....	.....
	Abel, Margaret H.	.....	.....	Art	1913	7	2½	.....	.....	750
New Liskeard	Dobbie, Isabella E.	.....	.....	Agr. & Hor.	1911	8	18	1,300	.....	.....
	Hume, Annie I.....(Int.)	B.A., Queen's.	Eng. & Hist.	Phys. Cul.	1916	1½	....	.....	.....	900
N. Augusta, 17 Augusta..	MacIntyre, Lillian	.....	.....	Phys. Cul., Art...	1916	3	2	925	.....	.....
	Rendall, Stanley D....(Int.)	.....	.....	Phys. Cul.....	1916	1½	....	.....	700	.....
North Gower, 6 N. Gower.	White, Margaret E.	.....	.....	Phys. Cul., Art...	1916	2½	2	900	.....	.....
	Lee, Gertrude M. .....(Int.)	.....	.....	.....	1916	½	1	.....	.....	700
Norwich	Cayley, Thomas M.	.....	Phys. Cul.	.....	1913	3½	13	1,100	.....	.....
	Brigham, Olvetta	.....	.....	Art	1916	7½	4½	.....	.....	800
Odessa, 13 Ernesttown ...	Austin, Prudence M.	.....	Art .....(Int.)	Phys. Cul.	1916	2½	3	900	.....	.....
	Judge, Albert E. .....(Int.)	B.A., Queen's..	.....	.....	1916	½	4	.....	750	.....

Oil Springs	Warwick, Bruce D.				1916	½	2	900		
	Stinson, Allie		Phys. Cul...(Int.)		1916	2	6			900
Orono, 12 Clarke	Wise, Elsie M.				1910	9½	3	1,000		
	Staples, Edna E. ....(Int.)			Phys. Cul.	1914	2½				700
Paisley	Mark, Alfred E.				1916	3½	6	1,100		
	Gliddon, Mildred E.				1916	½	2			700
Pakenham, 4 Pakenham	Willoughby, Annie J.			Phys. Cul.	1916	6½	5	1,200		
	Mazinke, Henrietta E.			Art	1914	3	½			850
Palmerston	Anglin, Sara				1913	8	10	1,400		
	Mitchell, Grace L.			Art, Phys. Cul.	1916	3½				700
Plattsville, 24 Blenheim	Page, Jennie	B.A., Queen's.		Art	1916	½	16	1,100		
	Fraser, Bertha F. ....(Int.)	B.A., West.		Phys. Cul.	1916	½				700
Port Burwell, 2 Bayham	Hicks, Frederick M.			Phys. Cul.	1916	10½	2½	1,200		
	Donnelly, Teresa G.				1914	2½	2			700
Port Colborne	Cameron, Allan A.				1915	11½	3	1,400		
	Carter, Clara L.	M.A., Tor.		Art	1914	2½				700
Powassan	Manson, Susie H.			Phys. Cul.	1915	3½	5	1,000		
†Princeton, U. 21 Blenheim	Ionson, Margaret A.	B.A., Queen's.			1916	1½	11	1,100		
Richard's Landing	Ryerson, Catherine G. S....*	M.A., Tor.	Science.. ..(Int.)		1915	3½		800		
Richmond	Smith, Annie A.			Phys. Cul.	1916	2½	3½	900		
Ridgeway, 11 Bertie	Woodley, Arthur M.			Agr. & Hor.	1913	9½	7	1,700		
	Stark, Ethyle .....(Int.)	B.A., Tor.		Phys. Cul.	1915	1½				800
Ripley, 10 Huron	Strathdee, Mary			Art	1914	2½	18	1,050		
	Gilfillan, Viola	B.A., Tor.		Phys. Cul.	1914	2½				850
Rodney	Yorke, Chas. G.	B.A., Queen's.	Phys. Cul...(Int.)		1914	2½	4½	1,150		
	Miller, Ada A.			Art, Phys. Cul.	1914	2½	2½			725
Russell, 2 Russell	Collins, James	B.A., Tor.			1914	2½	3½	1,000		
	Elmer, Margaret T....(Int.)	B.A., Queen's.			1915	1½	1½			700

*Endorsed for Principalship. †One teacher devotes full time and one, half-time to Continuation School work.

List of Principals and Assistants of Continuation Schools, January, 1917—Continued

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class or a High School Assistant's certificate.)	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. & Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High or Continuation Sch.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
St. George, 8 S. Dumfries.	Gilchrist, John	B.A., Queen's..			1916	1	4	1,200	.....	.....
	Shields, Jean ..... (Int.)	B.A., Queen's..			1916	1½	2	.....	.....	750
Schomberg, 14 King	Bell, Mary .....*	.....	.....	Phys. Cul.	1916	2½	1	900	.....	.....
Southampton	Douglas, Adam C.	.....	.....	Phys. Cul.	1916	4	2½	1,100	.....	.....
South Porcupine, U. 1 A.	Kay, Lydia M.	.....	.....	Phys. Cul.	1912	4½	1	.....	.....	900
Tisdale	Norton, Ida	.....	.....	.....	1916	9	5	1,000	.....	.....
Spencerville, 15 Edwardsburg	Ranson, Bertha M.	.....	.....	Phys. Cul.....	1914	2½	2	950	.....	.....
	MacIntyre, Euphemia.. (Int.)	B.A., Queen's..	.....	.....	1915	1½	....	.....	.....	750
Springfield	Thompson, Howard E.	.....	.....	Phys. Cul.	1914	2½	2	1,200	.....	.....
	Campbell, V. Eunice...(Int.)	.....	.....	Art, Phys. Cul...	1916	1½	3	.....	.....	800
Stayner	Tench, William H.	.....	.....	.....	1916	½	3	1,100	.....	.....
	Grieve, Helen M.	.....	.....	Art	1912	4½	....	.....	.....	900
Stella, 1 Amherst Island..	Stewart, Ruth .....(Int.)‡	B.A., Queen's..	Mods. & Hist.....	.....	1916	½	2	800	.....	.....
Stouffville	Innes, Alexander R.	.....	.....	Phys. Cul.	1916	28½	6	1,150	.....	.....
	Brain, Annie B.	B.A., Tor.	.....	Phys. Cul.	1915	5½	1	.....	.....	750
Sturgeon Falls	Parr, Sarah E.	.....	Art.... ...(Int.)	.....	1916	7	8	1,000	.....	.....
†Sutton	Eckhardt, Jessie E. .....*	B.A., McGill ..	.....	.....	1915	5	2	1,000	.....	.....

Tamworth	Fletcher, Douglas R.			Phys. Cul.	1915	2	4	1,100		
	Johnston, Leila G.		Art (Int.)		1916	½	3			600
Tara	Gilmour, Allan	B.A., Queen's.			1911	11	4½	1,200		
	Stuart, Agnes M. (Int.)	B.A., Tor.	Mods. & Hist.		1917					750
Tavistock	Lawrence, Jessie F.	B.A., Tor.			1916	1½	8	1,300		
	Bell, Jessie M.	B.A., Tor.	Mods. & Hist.	Art	1916	6½	1½			800
Teeswater	Thompson, Harry C.				1912	4½	3	1,050		
	Guilfoyle, Annie				1915	6½	1			800
Thamesville	Smith, Donald G.			Phys. Cul.	1914	2½	3½	1,200		
	Stark, Laverna B.			Art, Phys. Cul.	1915	3½	3½			675
Thessalon	Crummer, Eva M. *			Phys. Cul.	1917	7	1½	1,100		
	Hale, Mary E. (Int.)	B.A., Queen's.			1916	½				800
Thornbury	Schooley, Fred T.			Phys. Cul.	1915	11½	7	1,200		
	Hartman, Helen (Int.)			Art	1916	½	1			650
Thorndale, 8 W. Nissouri	Delmage, Edith R. §	B.A., McM.	Math.	Phys. Cul.	1917	9½	2	1,200		
	Lake, Ethel M.	B.A., Queen's.			1917	½	6			800
Tilbury	Fawcett, John T. *** (Int.)				1916	½	1	1,000		
	Wells, Vera M. (Int.)			Phys. Cul.	1916	2½				700
Tottenham	Clarke, Frank B.			Phys. Cul.	1911	13½	6	1,200		
	McTurk, Isabel (Int.)	B.A., Queen's.			1916	½				700
Tweed	Irwin, Alfred H. (Int.) *		Phys. Cul.		1916	5	1½	1,300		
	**									
Warkworth, 2 Percy	Sillers, M. Roberta	B.A., Queen's.		Phys. Cul.	1916	½	4	1,000		
	Husband, Edith P.	B.A., Queen's.			1916	½	4			800
Webbwood	Shepley, J. Evelyn				1916	1½	2	1,000		
West Lorne	Rogers, William C.	M.A., Queen's.			1916	6	2½	1,100		
	Graham, A. Fern			Phys. Cul.	1916	2½	1			900
Westmeath, 3 Westmeath	Norton, M. Maud		Art (Int.)	Phys. Cul.	1912	5	10	1,100		

*Endorsed for Principalship.
†One teacher devotes full time and one, half-time to Continuation School work.
**Assistant to be appointed.
***Not qualified as Principal.
‡Temporary Certificate as Principal.
§High School Principal's certificate.

List of Principals and Assistants of Continuation Schools, January, 1917—Continued

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class or a High School Assistant's Certificate.)	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. & Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High or Continuation Sch.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
†Westport	Traver, Edith A.			Phys. Cul.	1916	4½	2	1,200	.....	.....
†Westport (R. C. S. Sch.)	McIntosh, Catherine (Sr. St. Andrew) ..... (II. Class)	B.A., Queen's		Art	1888	28	....	700	.....	.....
Wheatley	Eaton, Ethel C.			Art, Phys. Cul.	1914	3½	2	1,000	.....	.....
	Hicks, E. Meryl ..... (Int.)			Phys. Cul.	1916	½	½	.....	.....	750
†Winona, 1 Saltfleet	Van Duzer, Mabel L. ..... §	B.A., Tor.	Art ..... (Int.)		1914	5½	....	950	.....	.....
Wolfe Island, 4 Wolfe Island	Switzer, Josie E.				1917	5½	4	750	.....	.....
Wroxeter	Costin, Carrie L.	B.A., Queen's			1916	¾	3	900	.....	.....
	Hicks, Evalyn ..... (Int.)			Phys. Cul.	1915	1½	....	.....	.....	625

†One teacher devotes full time and one, half-time to Continuation School work.

§High School Principal's certificate.

SUMMARY, CONTINUATION SCHOOLS, JANUARY, 1917

Number of Schools, Sex and Number of Teachers, and Percentages

Schools

Three-teacher Schools	3
Two-teacher Schools	96
*One-teacher Schools	34
Number of Schools	133
Increase for the year	1

Teachers

Men	67
Women	167
Total	234

Percentages

January, 1917:	Men, 28.63;	Women,	71.36
January, 1916:	" 31.93;	"	68.06
January, 1915:	" 30.80;	"	69.19
January, 1912:	" 39.44;	"	60.55

Salaries

Highest Salary, Principals	$2,000
" " Male Assistants	800
" " Female "	900
Average Salary, Principals	1,093
Increase for the year	7
Average Salary of Assistants	757
Increase for the year	17
Average Salary all Teachers	949
Increase for the year	17
Average Salary, Male Assistants	755
Increase for the year	47
Average Salary, Female Assistants	758
Increase for the year	16

University Graduates, Specialists, etc.

Graduates	71
Non-Graduates	163
Percentage of Graduates, 1917	30.34
" " 1916	24.37
Percentage of Non-Graduates, 1917	69.65
" " 1916	75.63
Specialists	6
Interim Specialists	26
Percentage of Specialists and Interim Specialists	13.67
Elementary Certificates in Art	41
" " Physical Culture	76
" " Household Science	1
Intermediate Certificates in Agriculture and Horticulture	8
Teachers holding Elementary or Intermediate Certificates	111

*Twelve of these schools have in addition one teacher who devotes at least half-time to Continuation School Work.

III. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1917

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Barrie	Henry, Stanley H.	M.A., Queen's	Sci. (Int.), Math. & Phys.		1916	6½	6	1,800	.....	.....
	Hay, Andrew	.....	Math.	.....	1882	38	8	.....	1,350	.....
	Cowan, I. Kathleen	B.A., Tor.	Art (Int.), Classics	Phys. Cul.	1914	4½	....	.....	.....	1,300
	Burris, Mae N. (Int.)	B.A., Tor.	Mods. & Hist., Phys. Cul.	.....	1915	1½	....	.....	.....	1,200
	Power, Eva A.	.....	Com. (Int.)	Phys. Cul.	1915	3½	3	.....	.....	1,100
	Heath, Horace J. (Int.)	B.A., Tor.	Science, Phys. Cul.	.....	1915	1½	3	.....	1,500	.....
	*Burns, Olive M.	B.A., Queen's	.....	.....	1916	2½	....	.....	.....	1,000
	Keagey, Jessie L. (Int.)	B.A., Tor.	Phys. Cul.	.....	1916	2	1½	.....	.....	900
Brantford	Burt, Arthur W.	B.A., Tor.	Mods. and Eng.	.....	1893	38	....	2,150	.....	.....
	Passmore, Samuel F.	M.A., Tor.	Classics	.....	1885	36	....	.....	1,650	.....
	Coates, Daniel H.	B.A., Tor.	Math.	.....	1893	29	....	.....	1,650	.....
	Bunnell, Effie M.	B.A., Tor.	Eng., Fr. and Ger.	.....	1891	25	....	.....	.....	1,650
	Green, Walter W. H. (Int.)	B.A., Queen's	Science, Phys. Cul.	.....	1916	1½	....	.....	1,600	.....
	Eadie, William M. (Int.)	B.A., Queen's	.....	.....	1916	2½	15	.....	1,300	.....
	Greer, Laura E. (Int.)	B.A., Queen's	Art	.....	1916	1	2½	.....	.....	1,100
	Ryan, Gertrude	.....	.....	.....	1912	7	....	.....	.....	1,150
	Fair, Loretta C.	B.A., Tor.	Math. and Phys.	Phys. Cul.	1915	4	....	.....	.....	1,350
	McFadden, Robt. W. E. (Int.)	B.A., Tor.	.....	.....	1916	1	½	.....	1,250	.....
	Shorey, Percival W. M. (Int.)	B.A., B.Sc., Qn's	.....	.....	1915	1½	....	.....	1,350	.....
	Scanlon, James V. (Int.)	.....	.....	.....	1915	1½	3	.....	1,350	.....
	Runnings, Joseph B. C. (Int.)	.....	Phys. Cul.	.....	1915	1½	1	.....	1,250	.....
	Shultis, Adam	.....	Com.	.....	1896	20	11	.....	1,650	.....
	Dixon, Nora G. (Int.)	.....	Com.	Art, Phys. Cul.	1915	1½	2	.....	.....	800
	Good, Ethel I.	.....	.....	.....	1914	5	5	.....	.....	800
	Redick, Claire L. (Int.)	B.A., Tor.	Phys. Cul.	.....	1915	1½	1	.....	.....	850
	Balfour, Agnes W. (Int.)	B.A., Queen's	Eng. and Hist.	Art	1917	1½	6	.....	.....	800
	Gee, John A. (Int.)	.....	(Manual Training Instr.)	.....	1916	1½	....	.....	1,400	.....
	McNally, Frances M. (Int.)	.....	(Household Sci. Instr.)	.....	1915	3	12	.....	.....	850

Brockville ...	Husband, Almeron J.	B.A., Tor.	Eng. & Hist., Fr. & Ger.		1895	21	3	2,000		
	Smith, Frederick P.	M.A., Queen's	Science	Phys. Cul.	1916	8½	5		1,600	
	Somerville, Thomas C.	B.A., Tor.	Mods. and Hist.		1909	22½	1		1,600	
	Giles, A. Edith		Art		1890	27	3			1,250
	Richardson, Kate		Art (Int.), Com.		1898	21	6			1,250
	McCormack, Mary I.	B.A., Queen's		Phys. Cul.	1907	9	2			1,200
	Beattie, Lewis S.		Phys. Cul. (Int.)		1910	8			1,350	
	Fleming, Rita M.	B.A., Tor.	Math. and Physics		1914	2½	2½			1,200
	Hambly, Philo K. (Int.)	B.A., McM.	Classics	Phys. Cul.	1916	½				1,300
	Hubbs, Maude (Int.)	B.A., Queen's			1916	½	1			800
Chatham	Twohey, William J.	M.A., Tor.	Classics		1904	32		2,200		
	Paterson, David S.	B.A., Tor.	Eng., Fr. and Ger.		1888	40	1½		1,600	
	Edward, Frankland W.		Com.		1907	11½			1,800	
	Sexsmith, William N.	B.A., Tor.	Eng. and Hist.		1907	12½	3		1,800	
	Gregory, Stella L.				1911	10	2			1,100
	Houston, Jessie	B.A., Tor.	Mods. and Hist.		1913	12½				1,500
	Asselstine, Oliver	M.A., Queen's	Math.		1915	9½			1,700	
	Allin, Richard P.	M.A., Queen's	Science		1915	4½			1,700	
	Challinor, John L.			Phys. Cul.	1915	3½			1,200	
	Arnold, Winnifred M. (Int.)		Art	Phys. Cul.	1915	1½	2			1,000
	Sayers, John R.		(Manual Train. Inst.)		1917	3½			1,200	
	Grassie, Annie (Int.)		(Household Science Inst.)		1914	2½	3½			900
Clinton	Treleaven, John W.	B.A., Tor.	Classics	Phys. Cul.	1907	25		1,700		
	Macdougall, Isabella J.	B.A., Tor.	Eng. & Hist., Fr. & Ger.		1910	10½	3			1,300
	Kilty, Ruby I.		Com. (Int.)	Phys. Cul.	1914	3	3			1,000
	Adams, John G. (Int.)	B.A., Queen's	Science	Agr. & Hort.	1915	2			1,400	
	Sinclair, Margaret (Int.)		Art		1916	⅓	13			1,000
	Graham, Samuel H. T. (Int.)	B.A., Tor.	Math. and Phys.	Phys. Cul.	1916	½			1,300	
Cobourg	Arthur, Colin C.	M.A., Queen's	Science		1893	25	1	2,000		
	Jones, Laura L.	B.A., Tor.	Eng., Fr. and Ger.		1898	23½				1,450
	Belcher, Norah T.	B.A., Tor.	Classics	Phys. Cul.	1914	4½				1,400
	Henry, Thomas M.	B.A., Tor.	Math.		1916	33	4		1,400	
	Davidson, Robert D. P. (Int.)	B.A., Queen's	Science	Phys. Cul.	1916	1½	4		1,300	
	Hickey, Philippa A. V.				1916	4½	5			800
	Devitt, Leslie K. (Int.)		Phys. Cul.		1916	½	1		1,000	
	Elcoat, Hazel I. (Int.)		Com., Art		1916	2½	1½			1,200
Collingwood ..	Feasby, William J.	B.A., Queen's	Fr. & Ger., Mods. & Hist.		1912	8½	5	1,900		
	Hodgins, Ekron P.	B.A., Tor.	Science		1914	3½			1,600	
	Southcombe, Wm. J. S. (Int.)	B.A., Tor.	Classics, Phys. Cul.		1916	1½			1,450	

*In place of F. N. Grandy—on Active Service.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1917– Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Elementary — and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Collingwood—										
Con.....	Train, Florence J.....	B.A., Tor.....	Math. and Phys.....	Phys. Cul.....	1916	2½	....	.....	.....	1,350
	Carman, Margaret E.....	M.A., Tor.....	Mods. and Hist.....	.....	1914	5½	....	.....	.....	1,300
	Smith, Margaret.....	.....	Com.	Art	1907	22	3	.....	.....	1,350
	Sanderson, Lenore A...(Int.)	B.A., Queen's.....	Art	Phys. Cul.....	1915	1½	....	.....	.....	1,100
	Milne, James W.....	.....	Manual Training.....	.....	1917	½	3½	.....	1,200	.....
	Wilson, Annie M.....(Int.)	.....	(Household Sci. Instr.)...	.....	1917	....	6½	.....	.....	750
Fort William.	Wood, Elmore E.....	M.A., McM.....	Phys. Cul. (Int.), Math...	.....	1912	13½	2	2,500	.....	.....
	Cornell, Maurice L.....	M.A., Queen's.....	Math.	.....	1910	9	....	.....	2,000	.....
	Madill, Alonzo J.....	B.A., McM.....	Science	.....	1911	14	3½	.....	2,000	.....
	Parlee, Edith.....	.....	Art (Int.), Com.....	.....	1908	22½	10	.....	.....	1,800
	Grant, Christine C.....	B.A., Tor.....	Mods. & Hist.....	.....	1914	13½	9	.....	.....	1,800
	Ogilvie, Alvin I.....	B.A., McM.....	Eng.&Hist.,Mods.&H.(Int.)	.....	1914	7½	....	.....	2,000	.....
	Leuty, James H. S.....(Int.)	.....	Phys. Cul.....	.....	1915	1½	1½	.....	1,100	.....
	Shepherd, Eleanor M.....	M.A., Tor.....	Art .....(Int.)	Phys. Cul.....	1916	6½	1	.....	.....	1,400
	Breslove, David.....(Int.)	M.A., Tor.....	Classics	Phys. Cul.....	1916	½	....	.....	1,400	.....
Galt	Gundry, Arthur P.....	B.A., Tor.....	Science	.....	1914	25½	....	2,500	.....	.....
	Carscadden, Thomas.....	M.A., Tor.....	Eng. and Hist.....	.....	1881	41	3	.....	2,000	.....
	Hamilton, Robert S.....	M.A., Tor.....	Science	.....	1894	27	....	.....	1,750	.....
	Carter, Janet W.....	M.A., Tor.....	Eng. & H. (Int.), Fr. & Gr.	.....	1901	24	....	.....	.....	1,650
	MacKay, John M.....	B.A., Queen's.....	Math.	.....	1915	10½	7	.....	1,750	.....
	Taylor, William B.....	M.A., Tor.....	Classics	.....	1915	4½	1½	.....	1,750	.....
	Fleming, Louis C.....	.....	.....	.....	1910	12½	6½	.....	1,500	.....
	Keyes, George P.....(Int.)	.....	.....	Phys. Cul.....	1916	1	8½	.....	1,300	.....
	Squire, William J.....	.....	Com.	.....	1917	3½	3½	.....	1,600	.....
	Elliott, Martha G.....(Int.)	B.A., Tor.....	Mods. and Hist.....	.....	1915	1½	....	.....	.....	1,100
	Fraser, Lulu B.....	.....	Art (Int.).....	Phys. Cul.	1916	4½	2½	.....	.....	1,100

	Phelan, Frank J.		Manual Training (Int.)		1916	2½	5		1,500	
	Crowe, Greta		(Household Sci. Instr.)	Phys. Cul.	1915	2				850
Goderich	Hume, John P.	B.A., Queen's	Science	Agr. & Hor.	1911	25		1,800		
	Strang, Hugh I.	B.A., LL.D., Tor.	Classics		1871	49½	3		1,250	
	Robertson, Alexander M.	M.A., Queen's	Math., Fr. and Ger.		1908	21½	3		1,400	
	Clifford, Margaret K.	M.A., B.Pæd., Qn's	Mods. & Hist., Eng. & H.		1912	9½	5			1,300
	Hodge, Gertrude Agnes	B.A., Tor.			1909	8	1			925
	Fraser, Lilian B.		Art (Int.), Com.		1912	5½	½			1,150
	Durnin, Letitia E.		Phys. Cul. (Int.)		1912	4½	5			925
Guelph	Davison, James	B.A., Vic.	Math.		1892	42	2	2,200		
	Charlesworth, John W.	B.A., Queen's			1915	26	3½		1,800	
	Skinner, Kate C.	B.A., Tor.	Eng., Hist., Fr. & Ger		1895	22	1			1,550
	McNiece, James	B.A., Tor.	Science		1910	21	3		1,800	
	Hooper, Arthur G.	M.A., Tor.	Classics		1916	3½	2½		1,800	
	Blyth, Sara		Com.		1910	11½	7			1,450
	Hartford, James				1911	6½	3		1,350	
	Bennett, Roy F.	B.A., McM.	Phys. Cul.		1913	3½			1,350	
	Humphries, B. Rowena		Art (Int.)		1913	7	3			1,250
	Robinson, Sadie			Art	1916	6½	2½			1,100
	Kellock, Evelyn D.	B.A., McM.	Eng. and Hist.		1916	3½				1,100
	Jones, Captain		(Phys. Cul. Instr.)		1916					
Hamilton	Thompson, Robt. A.	B.A.,Tor.,LL.D., McM	Math.		1885	31		3,500		
	Turner, John B.	B.A., Queen's	Math., Science		1885	35	3		2,600	
	Logan, William M.	M.A., Tor.	Classics		1892	31			2,400	
	Hogarth, Eber S.	B.A., Tor.	Eng., Fr. and Ger.		1892	28			2,400	
	Simpson, Benjamin L.	M.A., Queen's	Math.		1905	11½	3		2,200	
	Morris, Arthur W.	M.A., Tor.	Classics		1906	12	5		2,100	
	Johnston, George L.	B.A., Queen's	Art, Com.		1888	29	3		2,200	
	Armstrong, George F.	B.A., Tor.	Math.		1907	14½	1½		2,100	
	Morrison, Edward	B.A., Tor.	Science		1907	10½	6		2,000	
	Marshall, Charles F.	B.A., Tor.	Science		1909	9½			2,000	
	Freeman, John A.	B.A., Tor.	Classics		1909	28			2,000	
	McGee, Cyril H.	B.A., Trin.	Math.		1909	20			2,000	
	Moffatt, William J.	B.A., Queen's			1909	7¾	12		2,000	
	Collins, Herbert E.	B.A., Tor.	Mods. and Hist.		1911	10½			1,900	
	Robinson, John B.	B.A.,Qn's;B.Pæd.,Tor	Eng. and Hist.		1910	6	24		1,900	
	Edwards, John J.	B.A., Queen's	Fr. and Ger.		1911	6½	6		1,700	
	Sheppard, Alton M.	B.A., Tor.	Math.		1911	8	2½		1,800	
	Price, Charles F.	B.A., Tor. & West.	Eng. and Hist.		1913	6	8		1,700	
	Beck, Clinton G.	B.A., Queen's	Mds. & H., Fr. & Gr. (Int.)		1914	3½	½		1,600	
	Foucar, Walter K.	M.A., Tor.	Eng. & Hist., Fr. & Ger.		1914	21½			1,700	

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1917—Continued

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								Principal	Male Assistants	Female Assistants
								$	$	$
Hamilton—Con	Pugh, Harry C. (Int.)	B.A., Tor.	Science		1915	2½	2½	.....	1,400	.....
	Devitt, S. Girvin	B.A., Tor.			1915	2½	2	.....	1,400	.....
	Edwards, Mabel C.			Phys. Cul.	1908	10½	....	.....	.....	1,000
	Hill, Mary A.		Art (Int.)		1909	15	4	.....	.....	1,000
	Taylor, Frederick		(Manual Training Instr.)		1916	½	3	.....	1,600	.....
Ingersoll	Shales, William E.	M.A., Queen's	Science, Phys. Cul.		1914	2½	4	1,700	.....	.....
	Lockett, Horace G. (Int.)	M.A., Queen's	Classics, Eng. & Hist.		1916	½	2	.....	1,400	.....
	Jackson, Katherine M.	B.A., Tor.	Mods. and Hist.	Phys. Cul.	1916	7	....	.....	.....	1,100
	Marshall, Marcella T.		Art (Int.), Com.		1914	3	5	.....	.....	1,200
	Irving, Jessie C. (Int.)	B.A., Tor.	Math. and Phys.	Phys. Cul.	1915	2	....	.....	.....	1,200
	McLeish, Sarah J. (Int.)	B.A., Queen's	Eng. and Hist.		1916	1½	4	.....	.....	900
	White, Sam. R. (Temp.) (Int.)		(Manual Training Instr.)	Man. Train.	1916	½	....	.....	950	.....
	Necker, Eloise E.		(Household Sci. Instr.)		1915	1½	....	.....	.....	550
Kingston	Sliter, Ernest O.	M.A., Tor.	Classics		1888	29	....	2,200	.....	.....
	Anderson, William G.	B.A., Tor.	Eng. and Hist., Classics		1909	15½	3½	.....	1,900	.....
	Fraser, James W.	B.A., Tor.			1904	13½	10	.....	1,400	.....
	Saunders, William J.	M.A.,Qn's, M.S.,Chi.	Science		1908	16½	3	.....	1,900	.....
	Hedley, William P.	B.A., Tor.	Math.		1908	12½	8	.....	1,600	.....
	Chase, Reginald M.	B.A., Tor.	Classics		1910	11	....	.....	1,600	.....
	Henstridge, Elizabeth	M.A., Queen's	Eng., Hist., Fr. & Ger		1907	15½	7	.....	.....	1,500
	Chown, Hattie L.				1905	12	20	.....	.....	1,000
	Kelly, James W.	B.A., Queen's			1912	4½	15	.....	1,400	.....
	Casselman, Mrs. Cora T.	B.A., Queen's	Eng. and Hist. (Int.)		1913	3½	3	.....	.....	1,300
	Shurtleff, William M.	B.A., Queen's	Art (Int.), Com.		1913	7½	8	.....	1,600	.....
	Elliott, Florence M. (Int.)	B.A., Queen's			1915	1½	....	.....	.....	1,000

	Johnston, Agnes E.....(Int.)	B.A., Tor.....	Mods. & Hist.....	.....	1915	1½	....	.....	.....	1,100
	Thompson, Alva E.....(Int.)	B.A., Queen's.....	Math. & Phys.....	.....	1915	1½	....	.....	1,200	.....
	Hitsman, Samuel A.....	.....	Com. .....(Int.)	.....	1916	2½	20	.....	1,300	.....
	Irving, M. Geraldine N.(Int.)	B.A., Queen's.....	.....	.....	1916	½	2	.....	.....	900
	Palmer, George A.....	.....	(Drill Instructor).....	.....	1910	6	....	.....	.....	.....
Kitchener-Waterloo....	Forsyth, David	B.A., Tor.....	Math.....	.....	1901	39½	1	2,000	.....	.....
	Williams, Walter H.	M.A., Queen's	Mods. and Hist.....	.....	1905	12½	....	.....	1,800	.....
	Mallory, Bertha	.....	Com.....	Art, Phys. Cul..	1913	9½	10	.....	.....	1,300
	Pugsley, Edmund	B.A., Vic.....	Science.....	Agr. & Hor....	1909	26	....	.....	1,700	.....
	Kerr, Charles S.	B.A., Tor.....	Classics, Eng. and Hist...	.....	1911	29	....	.....	1,700	.....
	Brown, Harry W.	B.A., Queen's.....	Art .....(Int.)	.....	1905	11½	17	.....	1,600	.....
	Lee, Anna A.	.....	.....	Art	1912	7	4	.....	.....	950
	Barber, Etta L.	.....	.....	.....	1914	4½	5½	.....	.....	950
	Johnson, Walter C.....(Int.)	B.A., Queen's.....	Eng. and Hist.....	.....	1915	1½	2½	.....	1,500	.....
	Houston, Daniel W.	.....	Manual Training	.....	1903	13	18	.....	1,700	.....
	Boyd, Marion K.	.....	(Household Sci. Instr.)...	.....	1914	3	....	.....	.....	900
	Fredenburg, Ford W. (Temp.)	.....	(Phys. Cul. Instr.).....	.....	1917	....	....	.....	.....	.....
	Jones, Stephanie	.....	(Phys. Cul. Instr.).....	.....	1915	1	1	.....	.....	.....
	Hodgins, Nellie K.	.....	(Typewriting).....	.....	1909	7	....	.....	.....	.....
Lindsay.....	Kirkconnell, Thomas A.....	B.A., Queen's.....	Math.	.....	1908	31	3	2,300	.....	.....
	Jennings, Edwin Wm.	B.A., Tor.....	Eng. and Hist.....	.....	1909	14	4	.....	1,800	.....
	Lucas, Gavin A.....	B.A., Tor.....	Com.	Art	1910	14	6	.....	1,800	.....
	Firth, Thomas	M.A., Tor.....	Science	.....	1912	6½	2½	.....	1,800	.....
	Moir, Catherine E.	.....	.....	.....	1908	22½	4	.....	.....	1,200
	Clarke, Walter .....(Int.)	B.A., McM.	Classics	.....	1915	1½	....	.....	1,500	.....
	Bristol, Sadie K.....	B.A., Tor.....	Mods. and Hist.....	.....	1915	6	....	.....	.....	1,500
	Barlow, Fred. J.....(Int.)	B.A., Tor.....	Art	.....	1915	2½	2	.....	1,500	.....
	Morley, Dollie .....(Int.)	.....	Com. (Int.), Phys. Cul....	.....	1915	1½	8	.....	.....	1,000
	Erb, Maurice .....(Int.)	B.A., Queen's.....	Eng. and Hist.....	.....	1916	½	5	.....	1,400	.....
	Johnson, Alfred .....(Int.)	B.A., Queen's.....	.....	Phys. Cul.....	1916	½	....	.....	1,200	.....
London.....	Rogers, George F.....	B.A., Vic.....	Science	.....	1913	23	....	3,000	.....	.....
	MacDonald, George L.	B.A., Tor.....	Eng., Fr. and Ger.....	.....	1908	24	7	.....	2,050	.....
	McKellar, Herbert S.	B.A., Tor.....	Fr. and Ger.....	.....	1909	21½	....	.....	2,000	.....
	Dickenson, James A.....	.....	Com.	.....	1895	30	4	.....	2,000	.....
	Riddell, Frank P.	B.A., Tor.....	Classics	.....	1898	27	....	.....	2,000	.....
	Mooney, Wm. H. T.....	B.A., Tor.....	Classics	.....	1903	14½	6	.....	1,950	.....
	Gray, Neil R.	B.A., Tor.....	Mods. and Hist.....	.....	1904	13½	3	.....	1,950	.....
	Cameron, John H.....	.....	.....	.....	1911	18	9	.....	1,900	.....
	Buchanan, John A.	B.A., Queen's.....	Com.	.....	1907	15½	3	.....	1,900	.....
	Walker, Arthur J.....	B.A., Queen's.....	Com.	.....	1908	13	8	.....	1,900	.....
	Calvert, Joseph F.....	M.A., McM.....	Science	.....	1909	12	1½	.....	2,000	.....
	Martin, Stephen	B.A., Tor.....	Math.	.....	1912	30½	3½	.....	2,000	.....

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1917—Continued

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								Principal	Male Assistants	Female Assistants
								$	$	$
London—Con..	Bluett, Claude K.	B.A., Queen's			1912	4	14	.....	1,800	.....
	Kelso, Alice C.				1897	21	2	.....	.....	1,400
	Winnett, Violet E.	B.A., Western			1912	4	23	.....	.....	1,400
	Firth, Joseph W.	B.A., Tor.	Science		1914	9	2	.....	2,000	.....
	Houser, Wilfred H.	M.A., Queen's	Math.		1914	7	...	.....	1,900	.....
	Menhennick, Ada M.	B.A., McM.	Mods. and Hist.	(Int.)	1914	4	3	.....	.....	1,400
	McCamus, Bessie	B.A., Tor.	Eng. and Hist., Art	(Int.)	1913	7	...	.....	.....	1,400
	Nash, Mary V.	(Int.) B.A., Queen's	Phys. Cul.		1914	2	2	.....	.....	1,400
	Blake, Richard J.	.....	Com.	(Int.)	1915	8	...	.....	1,700	.....
	Oates, Thomas W.	.....	Com.		1915	5	2	.....	1,700	.....
	Parker, Mrs. F. Gray	B.A., Tor.	Eng. and Hist.	(Int.)	1915	4	...	.....	.....	1,500
	Young, Ralph H.	B.A., Queen's			1916	4	3	.....	1,500	.....
	Adams, William A.	.....	Manual Training	(Int.)	1917	7	20	.....	1,750	.....
	Davidson, S. Kelso	.....	(Art Instructor)		1887	36	...	.....	900	.....
	MacPherson, Mary C.	B.A., Queen's	(Household Sci. Instr.)		1908	14	...	.....	.....	1,500
	Syme, J. J.	.....	(Drill Instructor)		1916	....	....	.....	.....	.....
Morrisburg....	Elliott, Thomas E.	B.A., Tor.	Fr. and Ger.		1914	28	....	1,800	.....	.....
	Boyd, Annie A.	M.A., Queen's	Com., Science		1907	12	8	.....	.....	1,500
	Pringle, Gertrude	B.A., Tor.	Art (Int.), Classics		1912	11	½	.....	.....	1,400
	Morrison, Selkirk A.	B.A., Queen's	Eng. and Hist.	Phys. Cul.	1915	14	4	.....	1,400	.....
	Campbell, Alexander	B.A., Tor.	Math.		1916	25	3	.....	1,400	.....
Napanee.....	Maclean, Godwin V.	M.A., Tor.	Math.		1913	24	1	1,700	.....	.....
	Smith, Thomas C.	B.A., Queen's	Science		1917	17	14	.....	1,500	.....
	Bain, Mary	B.A., Tor.	Mods.&H., Phys.Cul.	(Int.)	1914	4	...	.....	.....	1,150
	Baker, Sarah J.	.....	Com.	Phys. Cul.	1914	11	2	.....	.....	1,200
	Locklin, Elva J.	B.A., Tor.	Art	(Int.)	1913	3	4	.....	.....	975

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	Evans, George E.	B.A., Tor.	Classics	Phys. Cul.	1915	3½	....	.....	1,600	.....
	Unger, Delbert B. (Int.)	.....	Phys. Cul.	.....	1915	2	2	.....	1,000	.....
Niagara Falls	Dickson, James D.	B.A., Tor.	Math.	.....	1893	29	3	2,300	.....	.....
	Walker, David M.	.....	Com.	.....	1893	27	16	.....	1,800	.....
	Will, George E.	B.A., Tor.	Classics	.....	1901	17	3	.....	1,800	.....
	Logan, Jessie M.	B.A., Tor.	Mods. and Hist.	.....	1907	9½	....	.....	.....	1,500
	Norrish, Vera E.	B.A., Queen's	.....	.....	1913	5½	⅔	.....	.....	1,400
	Bielby, George H.	B.A., Tor.	Science	.....	1913	9½	7	.....	1,800	.....
	Agla, Mildred A.	.....	Art (Int.)	.....	1915	6⅔	2	.....	.....	1,450
	Quarry, Vincent C. (Int.)	B.A., Tor.	Phys. Cul.	.....	1916	1½	....	.....	1,450	.....
	Howson, Alexandra A.	B.A., Queen's	Phys. Cul., Fr. & Gr. (Int.)	.....	1916	7	2	.....	.....	1,400
North Bay	Brown, Percy W.	B.A., Queen's	Science	.....	1913	23	4	2,400	.....	.....
	Wallace, Frank D.	M.A., Queen's	Math.	.....	1913	6½	....	.....	1,850	.....
	Bottoms, Emma M.	.....	Art (Int.), Com.	.....	1914	4½	9	.....	.....	1,300
	Farmer, Bessie S. (Int.)	B.A., McM.	Mods. & Hist., Phys. Cul.	.....	1916	½	1	.....	.....	1,100
	Mackintosh, Helen	M.A., Queen's	Fr. and Ger.	.....	1916	6½	....	.....	.....	1,300
	Affleck, Elsie	M.A., Tor.	Classics	Phys. Cul.	1916	3½	....	.....	.....	1,350
	King, Eva W.	B.A., Tor.	Phys. Cul. (Int.)	.....	1916	2½	....	.....	.....	1,200
Orillia	Lillie, John T.	B.A., Vic.	Classics	.....	1910	29½	....	1,900	.....	.....
	Doidge, Thomas Clarke	B.A., Tor.	Math., Com.	.....	1899	23	8	.....	1,600	.....
	McGill, David H.	M.A., Queen's	Science	.....	1914	5	3½	.....	1,600	.....
	Watterworth, Grace M.	.....	Com.	.....	1914	15½	2	.....	.....	1,300
	Kells, Emma M.	M.A., Tor.	Mods. and Hist.	Art, Phys. Cul.	1914	4	....	.....	.....	1,050
	de Guerre, Laura B.	B.A., Tor.	Mods. & Hist. (Int.), Fr. & Ger.	Phys. Cul.	1914	2½	....	.....	.....	1,050
	Clark, Ira E.	.....	Phys. Cul (Int.)	Com.	1906	10½	7	.....	1,250	.....
	McNeil, William G. (Int.)	B.A., Queen's	Eng. and Hist.	.....	1915	1½	3½	.....	1,250	.....
	Hall, Henry W.	.....	.....	.....	1915	3½	....	.....	950	.....
Ottawa	McDougall, Alex. H.	B.A., Tor.; LL.D., Qn's	Math.	.....	1889	33	....	3,500	.....	.....
	Marty, Aletta E.	M.A., Queen's	Fr. and Ger.	.....	1903	22	3	.....	.....	2,400
	Norris, Isaac T.	B.A., Queen's	Math.	.....	1898	21	....	.....	2,400	.....
	Hardie, William	B.A., Tor.	Classics	.....	1905	25	....	.....	2,400	.....
	Stothers, Robert	B.A., Queen's	.....	.....	1887	30	8	.....	2,300	.....
	Hood, Finlay	.....	Com. (Int.), Art	.....	1906	12	7	.....	2,200	.....
	Simpson, Robert S.	B.A., Queen's	Com.	.....	1903	18	9	.....	2,300	.....
	Smeaton, William	B.A., Tor.	Science	.....	1906	16½	1½	.....	2,000	.....
	Stevenson, William J.	.....	.....	.....	1906	26	8	.....	2,000	.....
	Tomkins, Elizabeth A.	.....	.....	.....	1902	14½	19	.....	.....	1,800
	McManus, Emily	M.A., Queen's	Eng. and Hist.	.....	1906	21	3½	.....	.....	1,800
	Mann, Harry C.	B.A., McM.	.....	.....	1907	9½	6	.....	2,000	.....
	Graham, William A.	B.A., Tor.	.....	.....	1908	18½	3	.....	2,000	.....
	Kaiser, Jesse B.	.....	.....	.....	1909	23	4	.....	2,000	.....

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								Principal	Male Assistants	Female Assistants
								$	$	$
Ottawa—Con..	Muir, Jessie	M.A., Queen's	Fr. and Ger.		1909	7½	8	.....	.....	1,700
	Mabee, George E.	B.A., Tor.	Classics, Fr. and Ger.		1910	23½	....	.....	2,000	.....
	Lane, James S.	B.A., Tor.	Fr. and Ger.		1911	20	....	.....	2,000	.....
	Stewart, George B.	B.A., Queen's	Math.		1911	7½	2	.....	1,900	.....
	Gilchrist, Dugald A.	B.A., B.Pæd., Tor.	Eng. and Hist.		1912	11½	7	.....	2,200	.....
	Donaldson, William	B.A., Tor.	Science		1912	16	5½	.....	1,900	.....
	Smith, Henry L.		Com.	(Int.)	1912	7	6½	.....	1,800	.....
	Ellis, Oscar Fred. W.	B.A., Tor.			1913	3½	....	.....	1,700	.....
	Curtis, Jeremiah T.				1913	3½	15	.....	1,600	.....
	Howie, James R.				1914	3½	....	.....	1,500	.....
	Anderson, Frank C.	B.A., M.D., C.M., Qn's.	Science, Com.		1914	11½	5	.....	2,000	.....
	Readdie, George	B.A., McM.; M.A., Ed.	Fr. and Ger.		1914	3½	....	.....	1,600	.....
	Latour, Charles A.	B.A., Laval			1914	2½	1	.....	1,400	.....
	Stuart, Frederic A.	M.A., Tor.	Science		1915	21	....	.....	1,900	.....
	Batstone, A. Thomas				1915	6½	1½	.....	1,500	.....
	MacMinn, Marie (Int.)	B.A., Queen's	Mods. & Hist., Phys. Cul.		1915	1½	....	.....	.....	1,100
	Gilhooly, Beatrice C. (Int.)	B.A., Queen's	Eng. and Hist.		1915	1½	....	.....	.....	1,100
	Hills, Minnie B.	B.A., Tor.	Math.		1916	15	....	.....	.....	1,600
	Johnston, Agnes M.		Art (Int.), Com.	Phys. Cul.	1916	13	2	.....	.....	1,500
	Burridge, Arthur A. (Int.)	B.A., McM.	Phys. Cul.		1916	½	....	.....	1,400	.....
	MacKay, Donald A.	B.A., Queen's	Science		1916	15½	5	.....	1,800	.....
Owen Sound...	Merritt, Robert N.	B.A., Tor.	Math.		1916	17	1½	2,000	.....	.....
	Packham, James H.	B.A., Vic.	Math., Com.	Art	1884	33½	2	.....	1,750	.....
	Brown, Lyman	M.A., Tor.	Classics		1903	19½	1½	.....	1,750	.....
	Elmslie, Wallace	B.A., Tor.	Mods. and Hist.		1909	15½	....	.....	1,750	.....
	Robertson, George A.	B.A., Tor.	Science		1909	12½	5	.....	1,750	.....

	Whitely, Lester R.	B.A., Tor.	Mods. and Hist.		1910	14½	....	.....	1,750	.....
	Dowkes, William J.	.....	Phys. Cul. (Int.)		1903	13	12	.....	1,250	.....
	Edwards, Grace	M.A., Tor.	Mods. and Hist. (Int.)	Phys. Cul.	1909	8½	....	.....	.....	1,300
	McKellar, John (Int.)	B.A., Tor.	Math. and Phys.		1915	1½	....	.....	1,300	.....
	Oldham, Ida M.	B.A., Tor.	Phys. Cul. (Int.)		1916	2½	1½	.....	.....	1,000
	Stollery, Edith (Int.)	B.A., Tor.	Art		1916	1	....	.....	.....	900
	Pritchard, Frances P.	.....	(Household Sci. Instr.)		1906	10	....	.....	.....	850
	Mann, William S.	.....	(Manual Training Instr.)		1912	4	5	.....	1,300	.....
Perth	Marlin, Lewis A.	M.A., Queen's	Science		1910	9	7	1,850	.....	.....
	Challen, Newton E.	B.A., McM.	Phys. Cul. (Int.), Math.		1913	6½	3	.....	1,600	.....
	Cowan, Margaret T.	B.A., Tor.	Classics		1910	10½	....	.....	.....	1,400
	McRae, Donella M.	B.A., Queen's	Mods. and Hist.		1912	12½	2	.....	.....	1,300
	Walker, Helen C.	B.A., Queen's	.....	Phys. Cul.	1911	5½	....	.....	.....	1,000
	White, Kate E.	.....	Art (Int.), Com.		1916	11	1	.....	.....	1,300
Peterborough	Kenner, Henry R. H.	B.A., Tor.	Classics		1893	28½	½	2,400	.....	.....
	Fessenden, Cortez	M.A., Trin.	Math.		1890	41	3	.....	1,900	.....
	Pettit, Louis J.	B.A., Queen's	Eng. and Hist.		1908	11½	3	.....	1,900	.....
	Jamieson Clinton E.	B.A., Queen's	Com.	Phys. Cul.	1911	12½	1	.....	1,815	.....
	Morris, Francis J. A.	M.A., Tor.; B.A., Oxon.	Classics		1913	6	....	.....	1,750	.....
	McBride, Sara M.	.....	Art (Int.)	Phys. Cul.	1913	15	....	.....	.....	1,450
	Hone, Arthur D.	B.A., Tor.	Phys. Cul. (Int.), Science		1914	4½	2	.....	1,810	.....
	Browne, Carl S.	M.A., McM.	Math. and Phys.		1914	3½	....	.....	1,750	.....
	Henry, V. Roland	M.A., Queen's	Science		1914	2½	....	.....	1,750	.....
	Williams, Mary I.	B.A., Queen's	Mods. and Hist.		1915	10½	....	.....	.....	1,750
	Graham, Samuel J. (Int.)	B.A., McM.	.....		1916	1	....	.....	1,350	.....
	Wallace, Muriel J. W. (Int.)	B.A., Tor.	Mods. & Hist., Phys. Cul.		1917	1½	....	.....	.....	1,600
Picton	Kerfoot, Horace W.	B.A., Queen's	Classics		1915	12	11	2,000	.....	.....
	Bigg, Edmund M.	M.A., Tor.	Science		1906	43	....	.....	1,300	.....
	Solmes, Harriette M.	B.A., Queen's	.....		1912	9	1½	.....	.....	1,100
	Hewitt, Cora E.	B.A., Tor.	Phy.Cul. (Int.), Mods. & H.		1913	4½	2½	.....	.....	1,300
	Reid, Edith L.	.....	Art. (Int.), Com.	Art	1916	8½	6½	.....	.....	1,200
	Zavitz, Arthur S.	B.A., Queen's	Math.	Phys. Cul.	1915	8½	3½	.....	1,500	.....
	Gulston, Chas. S.	.....	Phys. Cul. (Int.)	Agr. & Hor.	1914	2½	2	.....	1,100	.....
Port Arthur	Howell, William B. L.	B.A., Tor.	Classics		1904	19	....	2,400	.....	.....
	Cranston, David L.	B.A., Tor.	Math.		1907	13	....	.....	2,000	.....
	Rosevear, Howard S.	B.A., Tor.; M.A., Harv.	Com. (Int.), Science		1910	21	....	.....	2,000	.....
	Aitchison, Belle	.....	Art (Int.)		1903	22	3	.....	.....	1,400
	Bartlett, Cora	.....	Com.		1912	6½	6½	.....	.....	1,600
	Trenaman, Mabel N.	B.A., Tor.	Phys.Cul.(Int.), Mods. & H.		1916	14½	....	.....	.....	1,400
	Schofield, Ada Ethel I. (Int.)	B.A., Tor.	Household Science		1916	½	....	.....	.....	900
	Arnold, Chas. H. (Int.)	.....	(Manual Training Instr.)	Phys. Cul.	1916	½	3	.....	1,500	.....

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1917—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Renfrew	Bryan, Hugh W.	M.A., Queen's	Classics	.....	1907	19½	....	2,000	.....	.....
	Baird, Alex. W.	M.A., Queen's	Eng., His., Fr. and Ger...	.....	1908	8½	....	.....	1,700	.....
	Macdonald, Fred. J.	M.A., Tor.	Math. and Phys.	Art., Phys.Cul.	1916	2½	3	.....	1,600	.....
	Hay, William D. .....(Int.)	B.A., Queen's.....	Science	Agr. & Hor....	1916	½	2	.....	1,250	.....
	Corkery Florence	M.A., Queen's	Art (Int.), Eng. & Hist...	.....	1910	9	3	.....	.....	1,350
	Fritz, Olive E.	.....	Com.	.....	1913	6	....	.....	.....	1,250
	Scott, Rena C.	.....	.....	.....	1915	5½	2	.....	.....	1,250
	McGregor, Pearl	.....	.....	Phys. Cul.....	1912	4½	3½	.....	.....	1,050
	Kilpatrick, Jessie S.	B.A., Queen's.....	Phys. Cul. .....(Int.)	.....	1916	3½	1½	.....	.....	1,100
	Cameron, James	.....	Phys. Cul. .....(Int.)	.....	1916	2½	1	.....	1,100	.....
Ridgetown ...	MacLaurin, James L.....	B.A., McM.	Science	Phys. Cul.....	1913	5	....	1,600	.....	.....
	Lawr, Melvin J. .....(Int.)	M.A., Queen's	Math.	.....	1917	5½	3	.....	1,350	.....
	Ford-Firby, Mrs. Emma	.....	Com.	.....	1913	7½	4	.....	.....	1,000
	Dewar, Nora G. .....(Int.)	B.A., Queen's.....	Classics	.....	1915	1½	....	.....	.....	1,000
	Nicholson, Elvira E....(Int.)	M.A., Tor.	Mods. and Hist.	Phys. Cul.....	1916	2	....	.....	.....	900
St. Catharines.	Coombs, Albert E.	M.A., B.Pæd., Tor...	Classics	.....	1909	24½	....	2,000	.....	.....
	Odlum, Eleanor D.	B.A., Trin.....	Mods. and Hist.	.....	1907	13½	1	.....	.....	1,700
	Carefoot, George A.	B.A., B.Pæd., Qn's..	Science	.....	1911	20	5½	.....	1,800	.....
	Anderson, Lillie C.	.....	Com.	.....	1912	13	3	.....	.....	1,450
	Lauder, Beatrice G.	M.A., Queen's	Eng and Hist. .....(Int.)	.....	1912	5	....	.....	.....	1,400
	Hartford, Leo	.....	.....	.....	1912	5	½	.....	1,250	.....
	Taylor, Wilson	B.A., Tor.....	Math.	.....	1914	31	2½	.....	1,750	.....
	Fitzgerald, Eliza. S.	M.A., Queen's	Classics	.....	1914	32½	....	.....	.....	1,100
	MacKenzie, Eva F.	.....	Art	.....	1914	8½	9½	.....	.....	1,200
	Jenner, Madeline M.	B.A., Tor.....	Phys. Cul.	.....	1914	2½	....	.....	.....	1,100
	Brackenbury, George L.	.....	.....	Phys. Cul.....	1914	4½	1	.....	1,250	.....
	Poirier, Mary H.	.....	.....	.....	1916	2½	1	.....	.....	950

St. Mary's ...	Haydon, Wm. James .....**	M.A., McM.	Science	Phys. Cul.....	1911	5½	....	1,700	.....	.....
	Bocking, William R.	M.A., Tor.	Math. and Phys.	Phys. Cul.....	1913	4½	1	.....	1,600	.....
	Whitney, Viola L. ....(Int.)	B.A., Tor.	Eng. & Hist., Mods. & H...	Phys. Cul.....	1916	2½	½	.....	.....	1,200
	Colbeck, Marjorie M. ..(Int.)	B.A., Tor.	Classics	Phys. Cul.....	1916	2½	....	.....	.....	1,200
	Matthews, Herbert L...(Int.)	B.A., McM.	Phys. Cul.	.....	1914	3	....	.....	1,100	.....
	MacGregor, Mrs. Jeanette E..	.....	Art. (Int.), Com.	.....	1913	7	4	.....	.....	1,300
	Rogers, Mary E. V.	.....	.....	Phys. Cul.....	1913	3½	4	.....	.....	800
St. Thomas...	Voaden, Arthur C.	M.A., Queen's.....	Eng. & Hist., Com.	.....	1903	22	2	2,200	.....	.....
	Cook, Margaret	M.A., Tor.	Eng., His., Fr. & Ger.	.....	1903	21	....	.....	.....	1,700
	Liebner, Ernest O.	B.A., Queen's	Science	.....	1909	23	....	.....	1,800	.....
	Gray, George L.	B.A., Tor.	Eng. & Hist.	.....	1909	9½	....	.....	1,700	.....
	Henderson, James V.	B.A., Tor.	Classics	.....	1910	14	3	.....	1,700	.....
	Wing, Henry	.....	.....	.....	1908	9	9	.....	1,400	.....
	McEachern, John G.	B.A., Queen's	Eng. and Hist.	.....	1909	8½	4½	.....	1,700	.....
	Thomas, Neil J.	.....	Art	.....	1910	7	7½	.....	1,700	.....
	Berney, Laura J.	B.A., Queen's	.....	.....	1911	9½	....	.....	.....	1,400
	Wilkinson, James E.	B.A., Tor.	Com.	.....	1913	7	3	.....	1,700	.....
	Stone, Alice B.	.....	Com.	.....	1913	14½	8	.....	.....	1,600
	Skirrow, William A.	M.A., Queen's	Math.	.....	1914	6½	....	.....	1,700	.....
	Tanner, Alice M.	.....	Com.	.....	1915	4½	1½	.....	.....	1,400
	Coulter, Eva M.	B.A., Queen's	Eng. and Hist. .....(Int.)	.....	1915	3½	5½	.....	.....	1,000
	Palmer, Ethel M.	.....	Household Science	.....	1914	3	5½	.....	.....	900
	Thompson, Chas. D....(Int.)	.....	(Manual Training Instr.) .	.....	1915	2	....	.....	1,100	.....
	Beeson, Lieut.	.....	(Drill Instr.)	.....	1916	....	....	.....	.....	.....
Sarnia	Overholt, Arthur M.	M.A., McM.	Math.	.....	1913	15½	½	2,400	.....	.....
	Grant, David M.	B.A., Tor.	Classics	.....	1885	33	....	.....	1,850	.....
	Dent, William A.	.....	Science	.....	1904	19	2	.....	1,850	.....
	Story, Gladys G.	M.A., Queen's	Mods. and Hist.	Phys. Cul.	1915	14	....	.....	.....	1,650
	Campbell, Minnie M.	.....	Art. (Int.), Com.	.....	1912	9½	10½	.....	.....	1,300
	Cruickshank, Libbie	.....	Com. (Int.)	.....	1913	11½	5	.....	.....	1,300
	Phillips, Fred S.	.....	.....	Phys. Cul.	1915	4½	....	.....	1,200	.....
	Campbell, Lillian.....(Int.)	B.A., Tor.	Mods. and Hist.	.....	1915	1½	....	.....	.....	1,350
	Harvey, Martha	B.A., Tor.	Phy.Cul.(Int.),Math.&Phy.	.....	1916	11	....	.....	.....	1,350
Seaforth	Ross, John F.	M.A., Tor.	Math. & Phys., Phys. Cul..	.....	1913	3½	2½	1,800	.....	.....
	Hazen, Arthur C. .....(Int.)	M.A., Tor.	Science	Phys. Cul.	1915	1½	3½	.....	1,400	.....
	McKinley, Clara B.	B.A., Tor.	Classics	.....	1916	6½	....	.....	.....	1,200
	Weatherill, Helen E. M.	.....	Art. (Int.), Com.	.....	1914	5½	1	.....	.....	1,100
	Allen, Mabel E.	B.A., Tor.	Mods. & Hist.	.....	1915	11	....	.....	.....	1,100
	Helson, Margaret J. ...(Int.)	M.A., Tor.	Mods. & Hist.	Phys. Cul.	1915	1½	....	.....	.....	900

**Acting Principal during the absence of W. J. Wright—on Active Service.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1917—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Smith's Falls	Rose, Robert C.	B.A., Tor.	Math.		1907	25	3½	1,950	.....	.....
	Burns, Charles J.	B.A., Queen's	Classics		1912	7½	....	.....	1,600	.....
	McWhorter, Mary V.	B.A., Tor.	Mods. and Hist.		1916	7	....	.....	.....	1,400
	Bunton, George W.	B.A., Queen's	Science	Agr. and Hor.	1916	5½	4	.....	1,600	.....
	McCallum, Mary (Int.)	B.A., Queen's	Eng. and Hist.	Phys. Cul.	1916	1½	4½	.....	.....	1,000
	Ryan, Mae H. (Int.)	B.A., Queen's			1915	1½	....	.....	.....	900
	Keegan, Joseph D.		Com. (Int.)		1917	11½	13	.....	1,300	.....
	Burns, Grace (Int.)	B.A., Tor.	Art		1916	1½	....	.....	.....	1,000
	Ferguson, William T.		Phys. Cul. (Int.)	(Mn. Tr. Inst.)	1912	5	12	.....	1,600	.....
	Kennedy, Catharine (Int.)		(Household Sci. Instr.)		1915	1½	6½	.....	.....	700
Stratford	Mayberry, Charles A.	B.A., LL.B., Tor.	Classics		1891	33	2	2,300	.....	.....
	Malcolm, George	B.A., Queen's	Eng. and Hist.		1890	32	6	.....	1,750	.....
	Sprung, Whitfield L.	B.A., Tor.	Math. and Phys.		1908	13	5	.....	1,900	.....
	Marty, Sophie E.	M.A., Queen's	Eng., Hist., Fr. and Ger.		1900	24	3	.....	.....	1,750
	McMillan, William J.	B.A., Tor.	Science		1912	7½	5	.....	1,700	.....
	McQueen, Rose J.	B.A., Tor.	Eng. and Hist.		1912	9	1	.....	.....	1,650
	Taylor, Daisy E.				1914	11	4½	.....	.....	1,150
	Doherty, Mabel		Com.	Art	1908	14	2	.....	.....	1,300
	Murday, Arthur M. (Int.)				1914	5½	8	.....	1,400	.....
	McCrimmon, Leon R.	M.A., McM.			1914	2½	....	.....	1,200	.....
	Steele, Walter S. (Int.)				1916	1	7½	.....	1,400	.....
	Plummer, Phyllis F. (Int.)	M.A., Tor.		Phys. Cul.	1916	1	....	.....	.....	1,000
	Davis, Irene P.	B.A., Tor.	Art. (Int.)	Phys. Cul.	1916	2½	3	.....	.....	1,000
	Tench, Franklin J.		(Manual Training Instr.)		1913	3½	....	.....	1,600	.....
	Miller, Beulah		(Household Sci. Instr.)		1914	2½	8	.....	.....	850

Strathroy	Sexton, James H.	M.A., Queen's	Science	.....	1914	20	9	2,000	.....	.....
	Althouse, John G.	B.A., Tor.	Phys. Cul., Class	.....	1913	3½	....	.....	1,600	.....
	Henry, Elizabeth C.	B.A., Queen's	Fr. & Ger., Mods. & Hist..	.....	1913	7½	13	.....	.....	1,250
	Sadleir, Mrs. Leah B. J.....	M.A., Tor.	Math.	.....	1910	9½	....	.....	.....	1,250
	Martyn, Tena .....(Int.)	.....	Art	.....	1916	½	1	.....	.....	1,000
	Pirie, Lizzie .....(Int.)	.....	Com.	Phys. Cul.	1916	½	1	.....	.....	800
Toronto, Harbord St..	Hagarty, Edward W.	M.A., Tor.	Classics	.....	1892	33	....	3,200	.....	.....
	Lawler, Gertrude	M.A., Tor.	Eng., Fr. & Ger., Math. ...	.....	1892	25	....	.....	.....	2,400
	Glassey, David A.	B.A., Tor.	Classics	.....	1906	22½	....	.....	2,400	.....
	Wightman, Robert	B.A., Tor.	Math.	.....	1908	19	....	.....	2,400	.....
	Ivey, Thomas J.	M.A., Tor.	Science	.....	1909	20½	....	.....	2,400	.....
	Irwin, Herbert W.	B.A., Tor.	Mods. and Hist.	.....	1915	15	....	.....	2,400	.....
	Ayers, M. Huntley	M.A., Queen's	Science	.....	1911	12½	8	.....	2,200	.....
	Fraser, Charles G. (Jr.)	M.A., Tor.	Science	.....	1910	6½	....	.....	2,000	.....
	Carlyle, John A.	B.A.,Tor.; M.A.,Harv.	Eng. and Hist.	Phys. Cul.	1911	7	2	.....	2,000	.....
	Hawkins, Maud M.	B.A., Tor.	Eng., Hist., Fr. & Ger. ...	.....	1911	16	....	.....	.....	2,100
	Knight, Carrie M.	M.A., Tor.	Class., Eng. & Hist.	.....	1913	7½	....	.....	.....	1,900
	Young, Edmund T.	.....	.....	.....	1911	10	20	.....	2,200	.....
	Adams, John H.	B.A., Tor.	Phys. Cul. .....(Int.)	.....	1913	8½	....	.....	2,000	.....
	Corbett, Lewis H.	M.A., Tor.	Mods. and Hist.	.....	1913	3½	....	.....	1,900	.....
	Kent, Eleanor	.....	Art. (Int.), Com.	.....	1913	18	2½	.....	.....	1,900
	Robinson, Frances	B.A.,Tor., M.A., Col..	Eng. and Hist.	.....	1915	5½	2½	.....	.....	1,800
	Rochat, Mrs. Norma M.	M.A., Tor.	Mods. and Hist.	Phys. Cul.	1914	7	....	.....	.....	1,900
	Bell, Elizabeth E. L.*.. (Int.)	B.A., Tor.	Math.	.....	1916	1½	....	.....	.....	1,400
	Sanderson, Oliver N.** (Int.)	B.A., Tor.	.....	.....	1916	1	....	.....	1,400	.....
	Asbury, Frank C. ....(Int.)	M.A., Tor.	Math. and Phys.	.....	1917	1½	....	.....	1,400	.....
Toronto, Humberside.	Colbeck, Franklin C.	B.A., Vic.	Classics, Eng.	.....	1894	30	1½	3,200	.....	.....
	Gourlay, Richard	B.A., Tor.	Classics, Math.	.....	1893	30	....	.....	2,400	.....
	Charles, Henrietta	B.A., Tor.	Eng., Fr. and Ger.....	.....	1901	30	....	.....	.....	2,400
	Johnston, Frederick J .	M.A., Tor.	Science	.....	1904	19	3	.....	2,400	.....
	Bennett, John S.	B.A., Tor.	Classics	.....	1909	8½	6	.....	2,100	.....
	Jermyn, Percy T.	M.A., Tor.	Eng. and Hist.	.....	1915	15	2	.....	2,400	.....
	Stewart, Kate L.	B.A., Tor.	Eng. and Hist.	Phys. Cul....	1911	9	½	.....	.....	1,900
	Morrow, John D.	B.A., Tor.	Classics	Phys. Cul....	1913	20½	....	.....	1,900	.....
	Patterson, Arnott M.	M.A., Queen's	Science	.....	1913	8½	½	.....	2,000	.....
	Clarke, Bruce W.	B.A., McM.	Sci. (Int.) Phy. Cul. Math..	.....	1913	5½	....	.....	1,800	.....
	Barr, Annie E.	B.A., Tor.	Mods., and Hist.....	Phys. Cul....	1913	4½	....	.....	.....	1,700
	Colbeck, Wilhelmina L.	B.A., Tor.	Mods., and Hist.....	Phys. Cul....	1913	4½	....	.....	.....	1,700
	McQuarrie, Ernest C.	B.A., Tor.	Phys. Cult. .....(Int.)	.....	1915	4½	....	.....	1,600	.....
	McDiarmid, Janetta N. (Int.)	M.A., Tor.	Math.	.....	1915	4	....	.....	.....	1,500
	Hatch, Salem B.	.....	Art, Com.	.....	1909	12	8	.....	2,200	.....
	Evans, William A.	.....	.....	.....	1904	12½	20	.....	2,200	.....

*In place of Walter J. Lamb—on Active Service.

**In place of S. P. Griffin—On active service.

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Collegiate Institutes.	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Toronto, Jarvis	Jeffries, John	B.A., Tor.	Eng., Hist., Fr. & Ger.		1907	29	1	2,700	.....	.....
	Lougheed, William J.	M.A., Tor.	Math.		1907	13½	3½	.....	2,400	.....
	Jennings, William A.	B.A., Tor.	Science		1907	10½	....	.....	2,200	.....
	Hardy, Edwin A.	B.A., D.Pæd., Tor.	Eng., Fr. and Ger.		1910	26	....	.....	2,100	.....
	Thomas, Janie	M.A., Tor.	Eng. and Hist.		1882	34½	1	.....	.....	2,200
	Halbert, Edwin J.	B.A., Tor.	Science		1910	7½	3	.....	2,000	.....
	Murdoch, William E.	B.A., Tor.	Classics		1910	6½	16	.....	2,100	.....
	Barnes, Charles H.	.....	Phys. Cul.		1910	6½	16	.....	2,100	.....
	O'Connell, Marguerite E.	B.A., Queen's	E. & H., Ph.C. (Int.), F. & G.		1908	8½	3	.....	.....	2,100
	Tapscott, Harry B.	M.A., McM. & Harv.	Fr. and Ger.		1912	12	6½	.....	2,400	.....
	Milburn, Clement A.	B.A., Tor.	Math.		1912	8½	....	.....	1,800	.....
	Durie, Helen F.	M.A., Tor.	Phys. Cul. (Int.)		1913	3½	....	.....	.....	1,800
	Barnes, Charles L.	B.A., Tor.	Classics		1913	14	4½	.....	2,400	.....
	Allin, Arthur E. (Int.)	M.A., Tor.	Art		1913	3½	....	.....	1,700	.....
	Smith, Arthur F.	B.A., McM.	.....		1914	6½	....	.....	1,700	.....
	Spence, Ruth E.	B.A., Tor.	Mods. & H., Phys. Cul. (Int.)		1915	2½	....	.....	.....	1,500
Toronto, Malvern Ave.	Lehmann, Carl A. K.	B.A., Tor.	Science		1910	21	2	3,200	.....	.....
	Horton, Charles W.	B.A., Queen's	Art (Int.), Eng. & Hist.		1911	23	7	.....	2,400	.....
	Graham, Louis H.	M.A., Tor.	Science		1912	17	5	.....	2,400	.....
	Lingwood, Frederick H.	M.A., Tri., D.Pæd., Qns	Classics		1910	24	....	.....	2,200	.....
	Barr, Lydia A.	B.A., Tor.	Mods., and Hist.		1908	24	9	.....	.....	2,150
	Dafoe, Helen I.	B.A., Tor.	Phys. Cul. (Int.), Mds. & H.		1914	4½	....	.....	.....	1,800
	Clarke, Lorne H.	B.A., McM.	Ph. Cl. (Int.), Math. & Phys.		1914	2½	....	.....	1,700	.....
	MacKenzie, Ken'th A. (Int.)	B.A.Sc. Tor.	.....		1915	3	2½	.....	1,400	.....
Toronto, Oakwood	Gray, Robert A.	B.A., Tor.	Math.		1910	32	....	3,200	.....	.....
	Clarke, Frederick H.	B.A., Tor.	Eng. & Hist., Fr. & Ger.		1908	21	....	.....	2,400	.....

	Kennedy, Thomas	M.A., Queen's	Math.		1908	17	2¾		2,400	
	Jewett, Albert E.	B.A., Queen's	Science		1908	29	3½		2,400	
	Brown, Harry W.	B.A., Tor.	Eng. & Hist., Fr. & Ger.		1915	22			2,300	
	McKinley, James M.	B.A., Tor.	Classics		1916	17			2,400	
	Ketcheson, Florence B.	B.A., Tor.	Mods., and Hist.		1908	11				2,200
	Shortill, Robert N.		Manual Training...(Int.)		1912	4½	26		2,000	
	Sutherland, Isabel	B.S., Colum.	(Household Sci. Instr.)		1912	4½	10			1,400
	McDonald, Evelyn	M.A., Tor.	Mods., and Hist. ...(Int.)	Phys. Cul.	1913	4½				1,700
	Ball, Alice I. N.	B.A., Tor.	Math. ...(Int.)	Phys. Cul.	1913	3½				1,700
	Hanna, William E.	B.A., Queen's	Mods., and Hist. ...(Int.)	Phys. Cul.	1914	3½	5		1,900	
	Barton, Ambrose R.	B.A., Tor.	Art, Phys. Cul. ....(Int.)		1914	2½	2		1,700	
	Barry, Minnie L.	B.A., Tor.	Art	Phys. Cul.	1914	3				1,600
	Kirby, Luther H. .....(Int.)	B.A., Tor.	Science		1915	1½			1,600	
	Quail, May F.	M.A., Tor.	M. & H. (Int.), F. & G.		1915	3½				1,700
	Bell, Edwin T.	B.A., McM.	Science	Agr. and Hor.	1915	2½			1,600	
	Mowat, John H. .....*(Int.)	B.A., Queen's	Eng. & Hist.	Phys. Cul.	1916	1	2		1,400	
	Evans, Rennie Mabel.*(Int.)	B.A., Tor.	Math. & Phys., Art		1916	1				1,400
Toronto, Parkdale ..	Smith, Gilbert A.	B.A., Tor.	Science		1889	35	4	3,200		
	Spence, Nellie	B.A., Tor.	Eng. and Classics		1889	28	1			2,400
	Hillock, Julia S.	B.A., Tor.	Fr. and Ger.		1900	23				2,400
	Cosens, Absalom	M.A., Ph.D., Tor.	Science		1904	20	2		2,400	
	Mills, John H.	M.A., Queen's	Classics		1906	26	1		2,400	
	Sinclair, John	B.A., Tor.	Math. ...(Int.)		1897	28	8		2,300	
	Phillips, Wm. A.	B.A., Tor.	Fr., Ger., and Eng.		1906	28	1½		2,200	
	Reid, Thos. E.	B.A., Tor.			1905	12	8½		2,200	
	Sealey, Ethel M.	B.A., Tor.	Mods., and Hist.		1907	15	1			2,200
	Hutchinson, John I.	M.A., Tor.	Eng. and Hist.....(Int.)		1909	8			2,000	
	Darroch, William F.				1910	7	16		2,100	
	Dugit, Rosalie A.	M.A., Tor.	Classics	Phys. Cul.	1913	8½				1,900
	Bicknell, Harry E.	A.O.C.A.	Art		1913	5½			1,800	
	Martin, William H.	B.A., Tor.	Science		1916	2½	2		1,500	
	Barber, Wilbert A.. **(Int.)	B.A., Tor.	Math. and Phys.		1916	½			1,400	
Toronto, Riverdale ..	Moore, James R. .....***	M.A., Queen's	Science		1907	18	½	2,600		
	Wren, John S.	B.A., Tor.	Math.		1907	18			2,400	
	Willson, Alice M.	B.A., Tor.	Fr. and Ger.		1908	13	4			2,400
	Kidd, Truman W.	B.A., Queen's	Art		1909	11½	6		2,200	
	Rogers, William H.	M.A., Trin.	Math.		1909	14½	2		2,200	
	Dunnett, Alfred H.	B.A., Queen's	Phys. Cul. (Int.)		1911	5½	11½		2,100	
	Munro, Peter F.	M.A.,Qns.,B.Pæd.,Tor	Classics		1913	16	½		2,400	
	Nichol, S. Winnifred	M.A., Tor.	Phys. Cul. (Int.), Mds. & H.		1914	6½				*1,800
	Flock, F. Arthur	B.A., Tor.	Science		1915	7	2½		1,800	

*Temporary appointments in place of men on Active Service.
**Temporary appointment until return of Mr. Geo. M. Keith—on Active Service.
***Acting Principal during the absence of W. C. Michel—on Active Service.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1917—Continued

Collegiate Institutes	Name of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Toronto, Riverdale, —Con.	Goring Ralph B.....(Int.)	B.A., Tor.	Math. & Phys.		1915	2½	2½	.....	1,700	.....
	Atkin, Edith L.	B.A., Tor.	Mods. & Hist.	Phys. Cul.	1916	2½	....	.....	.....	1,700
	Philips, Mrs. E. Muriel	B.A., Tor.	Household Science		1914	3	....	.....	.....	1,200
	Faw, Edward		Manual Training		1914	2½	21	.....	1,900	.....
	Lewis, Nora	B.A., Tor.	Classics	Phys. Cul....	1916	3½	....	.....	.....	1,600
	Bruce, Marjorie H.	B.A., Tor.		Phys. Cul., Art	1916	3	....	.....	.....	1,400
	White, Herbert T.	M.A., B.Sc., Queen's.	Science		1916	4	½	.....	1,400	.....
Vankleek Hill.	Mitchener, James L.	B.A., McM.	Science	A.&H.,Art,P.C.	1909	15	6	1,800	.....	.....
	Otto, George S.	B.A., Queen's	Phys. Cl. (Int.), Mds. & H.		1914	2½	3	.....	1,400	.....
	Kinnee, Herbert C. ...(Int.)	B.A., Tor.	Math. and Phys.		1916	2	2	.....	1,300	.....
	Hardy, John H.....(Int.)	B.A., Tor.	Classics	Phys. Cul.	1916	½	1½	.....	1,200	.....
	Webster, Leah		Com. .....(Int.)		1916	3	5	.....	.....	1,100
	Millar, Maude.....(Int.)		Art	Phys. Cul.	1915	2	½	.....	.....	750
Windsor	Gavin, Frederick P.	B.A., Queen's	Science		1892	25	....	2,500	.....	.....
	Bell, Frederick H.	B.A., Tor.	Eng., Hist., Fr. & Ger.		1898	23½	....	.....	1,800	.....
	Reid, Robert	B.A., Tor.	Eng., Hist., Fr. & Ger.		1909	23	4	.....	1,750	.....
	Brunt, Robert A.	B.A., Tor.	Science		1905	14	1	.....	1,750	.....
	Cleary, Norah	B.A., Tor.			1900	16	....	.....	.....	1,350
	Crassweller, Christopher L.	B.A., Tor.	Math.		1913	32	2½	.....	1,750	.....
	Lowe, William D.	M.A., Queen's	Eng. & Hist. (Int.) Class.		1908	8½	....	.....	1,750	.....
	Cunningham, Evangeline	B.A., Tor.	Phys. Cul. .....(Int.)		1909	12	....	.....	.....	1,350
	Srigley, Edgar C.		Com.		1911	22	5	.....	1,750	.....
	Thompson, Peter M.	M.A., Queen's	Science		1913	16½	5	.....	1,750	.....
	Belton, Mildred.....(Int.)	B.A., Tor.			1915	2½	[illegible]	.....	.....	1,000
	O'Donoghue, Mary H.	M.A., Tor.	Mods. and Hist.	Phys. Cul.	1915	8	....	.....	.....	1,600
	Wheelton, Leonard		Art. .....(Int.)		1915	8½	2	.....	1,750	.....

	Campbell, George S.	B.A., Tor.	Math. and Phys.	Phys. Cul.	1916	2½	2		1,750	
	Downey, William H. (Int.)			Phys. Cul.	1916	½	18		1,700	
	Edwards, Mabel A.		(Household Sci. Instr.)		1916	½	5			860
	DeGroat, Charles M.		(Manual Training Instr.)		1916	½			1,350	
Woodstock	Salter, Wesley J.	B.A., Tor.	Classics		1907	9½		2,000		
	Whitton, Frederick A.	B.A., Queen's	Fr. and Ger.		1913	4½			1,600	
	Staples, Louis Edgar	M.A., Queen's	Science		1910	14½	15		1,700	
	Russell, John W. (Int.)	M.A., McM.	Math.		1914	3	3		1,700	
	Robinson, Mary A.				1910	6	10			950
	MacKay, Emma L.			Phys. Cul.	1910	6	3½			800
	Shook, Muriel A.		Phys. Cul. (Int.)	Agr. & Hor.	1912	4½				900
	Buck, Charles S. (Int.)		Art	Phys. Cul.	1914	2½	1½		900	
	Cragg, Estella R.		Com.		1914	7	2½			1,100
	Walker, Ruth M. (Int.)	B.A., McM.	Mods. and Hist.	Phys. Cul.	1916	½				1,000
	Mercer, John S.		Manual Training		1905	11	6½		1,550	
	White, Lila K. G.		(Household Sci. Instr.)		1911	5	4½			800
High Schools:										
Alexandria	MacKay, Donald	M.A., Tor.	Classics		1895	27	2½	1,700		
	Sweeney, Agnes C.			Art, Phys. Cul.	1909	11	3½			1,200
	Ostrom, Ethel L.	B.A., Queen's	Art (Int.)		1916	5				1,200
	Cameron, Murray (Int.)	B.A., Queen's		Phys. Cul.	1916	½			1,400	
Alliston	Davidson, Hugh	B.A., Tor.			1909	30	2	1,600		
	McArthur, Annie M.	B.A., Queen's	Fr. and Ger. (Int.)		1914	5	½			1,050
	Morton, Christina			Phys. Cul.	1912	7½				900
Almonte	Millar, Frederick G.	B.A., Tor.		Phys. Cul.	1914	13		1,600		
	Matthews, Jessie E.	B.A., Qn's.; M.A., Tor.		Phys. Cul.	1908	8½	3			1,000
	Watson, Mary I.	B.A., Queen's	Science	Phys. Cul.	1916	2½				1,000
	McKnight, Mary G. (Int.)	B.A., Tor.			1916	½	3			1,000
Amherstburg	Overholt, B. Percy				1910	8½	4	1,400		
	Lott, Edith A.		Phys. Cul. (Int.)		1915	2½	1			900
	O'Connor, Florence B.S. (Int.)	B.A., Tor.	Art	Phys. Cul.	1916	1	½			800
Arnprior	Rand, Wilfred E.	B.A., Tor.	Math.	Phys. Cul.	1910	24	1	1,900		
	Welsh, David A.	B.A., Tor.		Phys. Cul.	1911	6½	2½		1,600	
	Strang, Rose I.			Phys. Cul.	1911	19				1,100
	Hall, Margaret M. S.	B.A., Queen's		Art, Phys. Cul.	1912	6½	5			1,100
	Stothers, Minerva E.	B.A., Queen's	Art (Int.)		1916	8½				1,100
	Bell, M. F. Winnifred			Phys. Cul.	1916	9½				800
Arthur	McRitchie, Alexander R.	B.A., Tor.	Science	Agr. and Hor.	1913	19½	7	1,600		
	Lynch, Mary E.				1911	9½	2			900
	Kinnear, Jennie A. (Int.)	B.A., Queen's	Math.		1915	2				900
	Clement, Jessie M. (Int.)	B.A., Tor.		Phys. Cul.	1916	½				850

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1917—Continued

High Schools	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Athens	Burchell, James E.	B.A., Queen's			1915	8½	12	1,700		
	Allen, Lillian M.	B.A., Tor.		Art, Phys. Cul.	1915	2½				1,000
	Halpenny, D. Milton...(Int.)		Phys. Cul.		1916	½	5		1,100	
	Hubbs, Mary W.....(Int.)	B.A., Queen's	Fr. and Ger.		1916	1½	½			900
	Stillwell, Laura M.....(Int.)	B.A., Queen's		Art	1916	1	½			800
Aurora	Ewers, Charles F.	B.A., Queen's			1915	10	12	1,700		
	Hisey, Abraham.....(Int.)	B.A., McM.	Science		1915	1½	1½		1,300	
	Zuern, Maude E.	B.A., Tor.	Classics	Phys. Cul.	1917	2½				1,050
	Ferguson, Muriel B.		Art (Int.)		1913	5½				1,000
Avonmore	Owen, Thomas A.	B.A., Cam.			1915	22	1	1,400		
	Pacey, Mabel I.....(Int.)			Phys. Cul., Art	1914	2½	½			850
	Heather, Ruth B.....(Int.)			Com., Phys. Cul	1915	1½				750
	Merry, Nellie P.....(Int.)	B.A., Queen's	Eng. and Hist.		1916	½				800
Aylmer	Rutherford, Walter W.	B.A., Tor.	Math.		1883	42	1	1,800		
	Byram, Kathleen A....(Int.)	B.A., Tor.	Mods. and Hist., Art		1916	½				1,100
	Johnson, Guy E.....(Int.)				1916	½	1½		1,200	
	Allen, Eula P. .....(Int.)			Phys. Cul.	1916	½	2			800
Beamsville	Harrison, Charles W.	M.A., Vic.			1915	25		1,400		
	Stewart, Winona.....(Int.)	B.A., Queen's			1916	1½	1			750
	Jones, Gwendolyn B....(Int.)			Art	1916	½				700
Belleville	MacLaurin, Peter C.	B.A., McM.	Science		1909	12		2,000		
	Knight, William W.	B.A., Queen's	Math.		1892	28	5		1,800	
	Libby, Mary F.	B.A., Vic.	Eng. & Hist., Fr. & Ger.		1910	21	4			1,450

	Milburn, Edward F.	M.A., Trin.			1870	46	....	.....	1,250	.....
	Hitchon, Claire H.	M.A., McM.	Mods. and Hist. (Int.)		1913	6	....	.....	.....	1,100
	Irwin, Norman A.	B.A., Queen's	Phys. Cul.		1914	4½	1½	.....	1,400	.....
	Haynes, Andrew	B.A., Vic.			1914	6½	3	.....	1,600	.....
	Delmage, Emelyn E.	B.A., McM.	Art (Int.), Math.	Phys. Cul.	1915	9½	....	.....	.....	1,400
	Clark, Donald M.		Art (Int.), Com.	Phys. Cul.	1915	5½	....	.....	1,450	.....
	Hotson, Aletha L.	B.A., Tor.		Phys. Cul.	1916	3	1	.....	.....	1,450
	Wilson, James J. (Int.)	B.A., Queen's			1917	....	7	.....	1,000	.....
Bowmanville	Ross, Alexander H. D.	M.A., Qn's; M.F., Yale.	Math., Science		1915	15½	....	1,800	.....	.....
	McConachie, Robert G. (Int.)				1916	5½	1½	.....	1,200	.....
	Smithson, Laura A.	M.A., Tor.	Classics		1916	4½	....	.....	.....	1,100
	Smith, Isabel K.	B.A., Tor.	Art (Int.)		1913	9	....	.....	.....	950
Bradford	Wightman, Stanley	B.A., Queen's		Phys. Cul.	1915	12½	2½	1,600	.....	.....
	Kenny, Vera B. (Int.)	B.A., Tor.	Art		1916	½	....	.....	.....	750
	Grenville, Lucy H. (Int.)	B.A., Tor.		Phys. Cul.	1917	....	....	.....	.....	775
Brampton	Fenton, William J.	B.A., Tor.	Classics		1891	26	1½	2,050	.....	.....
	Halnan, Lemen R.	M.A., Trin.	Math.		1905	13	3	.....	1,750	.....
	Hutchinson, May R.			Art	1910	13	6	.....	.....	1,400
	Percy, Herbert A.				1914	8	2	.....	1,700	.....
	Hamilton, Margaret A.	B.A., Tor.	Mods. and Hist.	Phys. Cul.	1915	8	....	.....	.....	1,400
Brighton	Cooper, Alex. B.	B.A., Queen's	Vocal Music. (Int.)		1916	14½	8	1,550	.....	.....
	McIntyre, Mrs. Edith	B.A., Tor.	Mods. and Hist.	Phys. Cul.	1916	10½	....	.....	.....	800
	Shourds, Olive I. (Int.)	B.A., Tor.			1916	½	....	.....	.....	700
Caledonia	Hicks, Thomas James	B.A., Queen's		Phys. Cul.	1913	4½	11½	1,600	.....	.....
	Lawrence, Charles F. (Int.)	B.A., Tor.		Phys. Cul.	1915	1½	5½	.....	1,300	.....
	Kerr, Maybelle G. (Int.)	B.A., Tor.	Mods. and Hist.	Phys. Cul.	1915	1½	....	.....	.....	950
	Smith, Hilda H. C.	B.A., Tor.	Art	Phys. Cul.	1915	2½	....	.....	.....	950
Campbellford	Moffat, Thomas E.	B.A., Queen's			1916	10	2	1,800	.....	.....
	Tobin, Beatrice (Int.)	B.A., Tor.	Classics	Phys. Cul.	1915	1½	....	.....	.....	1,050
	Douglas, Gordon A. (Int.)				1915	1½	2	.....	1,000	.....
	McCoy, Kathleen A. (Int.)	B.A., Tor.		Phys. Cul.	1917	1	½	.....	.....	900
	Haycock, Margaret A. G. (Int.)	B.A., Queen's	Art (Int.)		1917	½	3½	.....	.....	900
Carleton Place	Wethey, Edmund J.	B.A., Trin.; M.A., Tor	Math.		1910	16	1	1,600	.....	.....
	Ewing, Florence May	B.A., Queen's			1910	12½	2	.....	.....	1,200
	McNeely, Priscilla V. M.	M.A., Trin.	Science		1913	7	1	.....	.....	1,200
	Walker, Alexina A. C.		Art (Int.)	Phys. Cul.	1916	2½	....	.....	.....	1,000

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								Principal	Male Assistants	Female Assistants
								$	$	$
Cayuga	Skeele, James E.	B.A., Tor.			1897	24	....	1,500	.....	.....
	Kennedy, Anna (Int.)	B.A., Tor.			1915	1½	....	.....	.....	1,000
	Vanderburgh, Ira A. (Int.)	.....	.....	Phys. Cul.	1916	½	4	.....	1,000	.....
	Grant, Dorothy J. (Int.)	B.A., McM.	Mods. and Hist.	Phys. Cul.	1917	....	....	.....	.....	650
Chatsworth	Griffin, Albert D.	B.A., Queen's	Math.	.....	1916	22½	....	1,400	.....	.....
	Eby, Emma L.	.....	.....	Art, Phys. Cul.	1912	4½	4½	.....	.....	850
Chesley	Bannister, John A.	B.A., Queen's	Classics	Phys. Cul.	1914	7	13	1,700	.....	.....
	Halliday, Florence F.	.....	.....	Phys. Cul.	1910	7	1	.....	.....	1,200
	Montgomery, Mayme I.	B.A., McM.	Fr. and Ger., Art (Int.)	.....	1915	3½	....	.....	.....	750
	McEachran, Mary	B.A., Queen's	.....	.....	1916	10½	7	.....	.....	1,200
Chesterville	Ball, Emerson E.	B.A., Tor.	Mods. and Hist.	.....	1915	9½	....	1,400	.....	.....
	Smith, James T. (Int.)	.....	.....	Phys. Cul.	1916	½	....	.....	875	.....
	O'Neill, Mary M. (Int.)	B.A., Queen's	.....	Phys. Cul.	1917	....	....	.....	.....	750
Colborne	Bellamy, Wesley	B.A., Vic.	.....	.....	1892	27	3½	1,500	.....	.....
	Hinds, Margaret J.	.....	.....	.....	1910	6½	3½	.....	.....	1,000
Cornwall	Fetterly, Hiram B.	M.A., Queen's	Science	.....	1904	12½	10	2,000	.....	.....
	Smith, Lyman C.	B.A., Vic.	Classics, Eng. and Hist.	.....	1912	38½	2	.....	1,700	.....
	Birchard, Alexander F.	.....	Art (Int.), Com.	Phys. Cul.	1898	22	12	.....	1,550	.....
	Norris, Arthur D.	B.A., Tor.	.....	.....	1907	10	7	.....	1,400	.....
	Caldwell, Alexander	B.A., Royal, Dublin	Com. (Int.)	.....	1912	4½	....	.....	1,300	.....
	Nugent, Eleanor	B.A., Tor.	Fr. and Ger.	Phys. Cul.	1914	3	....	.....	.....	1,100
	Morrison, Olive E. (Int.)	B.A., Tor.	Math. and Phys.	Phys. Cul.	1915	1½	2	.....	.....	1,275
	Cumming, Eva M. (Int.)	B.A., Queen's	.....	.....	1915	1½	2½	.....	.....	950
	Hendry, Earl (Int.)	.....	Phys. Cul.	.....	1916	1½	2	.....	1,250	.....
	Kilgour, Ruby (Int.)	B.A., Queen's	.....	.....	1916	1½	4	.....	.....	900

Deseronto	James, George M.	B.A., LL.B., Tor.		Art	1915	5	15	1,600	
	Stocker, Eva R.				1915	5½	4½		900
	Beaman, Elsie K.		Phys. Cul. (Int.)		1916	3½			800
Dundalk	Wright, David T.				1911	10½	10	1,400	
	MacKay, Katharine M. (Int.)	B.A., Queen's		Art	1916	1½	½		850
	Bunting, Winnifred (Int.)	B.A., Tor.		Phys. Cul.	1917		2		800
Dundas	Tuke, William H.	B.A., Queen's	Phys. Cul. (Int.)		1914	11		1,850	
	Cowan, Euphemia J.	M.A., Tor.		Phys. Cul.	1913	6½			1,350
	Brogden, Mrs. Irene M.	B.A., Tor.		Phys. Cul., Art	1914	3½	3		1,150
	Barker, George A.		Com.		1914	9	11	1,350	
	Hyde, Catherine I. (Int.)	B.A., Tor.	Household Science	Phys. Cul.	1915	1½	5		1,000
Dunnville	French, Fred. W.	B.A., Tor.	Classics		1916	19½		1,700	
	Archibald, Robert H.			Phys. Cul.	1913	6½		1,500	
	Penson, Elizabeth	M.A., Queen's	Science		1915	7	1		1,400
	Dengate, Winnifred	B.A., McM.			1915	6½	½		950
	Luke, Dorothy H. (Int.)	B.A., Tor.	Mods. and Hist.	Phys. Cul.	1917	½	1		1,000
Durham	Allan, Thomas			Phys. Cul.	1888	28	12	1,500	
	Cryderman, May (Int.)	B.A., Tor.	Eng. and Hist.	Phys. Cul.	1915	2½	½		900
	Weir, Julia	B.A., Queen's	Art (Int.)		1915	4½	12		900
Dutton	Morrison, William J.	B.A., Tor.		Agr. & H., P.C.	1915	4½	5	1,700	
	Cole, Addison	B.A., Tor.			1908	15½		1,000	
	Ross, Margaret C. (Int.)	B.A., Dublin			1915	2			950
	Lees, Margaret A. (Int.)	B.A., Queen's			1917		4		850
Elora	Bell, John J.	B.A., Tor.			1915	31	1	1,400	
	Flanagan, Florence M.	B.A., Tor.			1913	3½	1		900
	Dickson, Marion C. (Int.)		Com.	Phys. Cul.	1916	½	4		850
Essex	Massey, Arthur W.	B.A., Vic.	Math., Eng.		1909	25	1	1,750	
	Richardson, Ada E.	B.A., Queen's			1911	5½			1,050
	Wilson, Elizabeth A. R. V.			Art	1912	4½	5		950
	Davies, Norman (Int.)	B.A., McM.	Science, Phys. Cul.		1915	1½		1,400	
	Johnston, Hally	B.A., Tor.		Art, Phys. Cul.	1916	3½			1,025
Fergus	Perry, Peter	M.A., Tor.	Classics		1908	40		1,500	
	Austin, Grace C.				1910	7½	1		950
	Menzies, Leslie P.	B.A., Tor.	Science	Phys. Cul.	1917	2	1½	1,000	
	Nichol, Christene (Int.)		Art		1916	1			750

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								Principal	Male Assistants	Female Assistants
								$	$	$
Flesherton	White, Harry S.				1912	9 2/3	2	1,400		
	Holmes, Margaret	B.A., Tor.			1914	2 1/3	3			750
	Dafoe, Mary W. (Int.)	B.A., Tor.		Phys. Cul.	1916	2/3				700
Forest	Williams, Albert	B.A., Queen's			1906	12	5	1,600		
	Barrett, Wellington J. C.	B.A., Queen's			1916	3 1/3			1,200	
	DeCou, Nellie	B.A., Tor.	Fr. and Ger.	Art	1914	12	2			1,000
Gananoque	Graham, Robert George	B.A., Vic.	Math.		1894	25		1,600		
	Edwards, Rebecca S.			Art	1908	7 1/3	9			1,000
	McAllister, Annie G.				1911	9	1 1/2			1,000
	Douglas, Leila I.	B.A., Tor.	Fr. and Ger.	Phys. Cul.	1916	2 1/3				1,000
Georgetown	Ross, Ralph	B.A., B.Pæd., Tor.	Classics		1914	29		1,700		
	Hooper, Hazel C. (Int.)	B.A., McM.	Art		1916	2	1/2			900
	Ferguson, Arthur W. (Int.)	B.A., Queen's	Math.	Phys. Cul.	1916	1 1/2	1		1,300	
	Erwin, Willis M. (Int.)	B.A., Queen's			1916	1/2	1/3		1,200	
	Morgan, Pearl S. (Int.)		Com.	Phys. Cul.	1916	2/3	2			900
Glencoe	Hamilton, James A.	M.A., Tor.			1916	8 1/3		1,300		
	Baird, Jean F. (Int.)	B.A., Tor.		Phys. Cul.	1916	1/3	1/5			800
	Fothergill, Ethel L. (Int.)			Phys. Cul.	1916	1/2	1			650
Gravenhurst	McNabb, Finlay	B.A., Queen's		Phys. Cul.	1916	4 1/3	7	1,500		
	Newton, Amy A. (Int.)	B.A., Tor.	Mods. and His.	Phys. Cul.	1916	1/3				750
	Broughton, Clara E.			Art	1906	11 1/3				750
Grimsby	Montgomery, William	B.A., Tor.	Math.		1916	16 1/3		1,700		
	Campbell, Hughena M.				1913	7	1/3			950
	McVean, Kathleen P. (Int.)	B.A., Tor.		Phy. Cul., Art.	1916	1				800

Hagersville ..	Haviland, Hugh J.	B.A., Tor.	Classics	Agr. & Hor.	1913	16½	....	1,400	.....	.....
	Finch, Ilma Mae	B.A., Tor.		Phys. Cul., Art	1914	2½	....	.....	.....	750
	Hind, Edith J.		Com. (Int.)		1915	8	3½	.....	.....	1,000
	Almas, Anna F. (Int.)	B.A., Tor.			1916	½	....	.....	.....	750
Haileybury ..	Wilson, W. Asbury	B.A., Queen's			1910	17½	....	2,000	.....	.....
	McGregor, Annie K.	B.A., Queen's		Phys. Cul.	1916	7½	....	.....	.....	1,300
	Elder, Christina H. (Int.)	M.A., Queen's			1916	1	5½	.....	.....	1,300
	Trace, Cephas M. (Int.)	M.A., Queen's	Com.		1916	½	1	.....	1,200	.....
Harriston	Hobbs, Thomas	B.A., Tor.	Math.		1911	14½	5½	1,700	.....	.....
	Reid, Hazel I.	B.A., Tor.		Phys. Cul.	1914	3	....	.....	.....	900
	Tucker, Mary C. (Int.)	M.A., Tor.	Science	Phys. Cul.	1915	1½	11	.....	.....	1,400
	Appelbe, Louise A. (Int.)	B.A., Tor.	Mods. and His.	Phys. Cul.	1916	1	....	.....	.....	900
Hawkesbury ..	Higginson, Marie A.	B.A., Queen's	Math. (Int.)		1915	16	2½	1,500	.....	.....
	Hall, Grace (Int.)	B.A., Tor.	Mods. and His.	Art	1915	2	1	.....	.....	900
	Smith, Sadie L. (Int.)	B.A., Tor.	Science	Art	1915	1½	....	.....	.....	800
Iroquois	Campbell, William A.	B.A., Queen's	Phys. Cul. (Int.)	Art	1913	3½	....	1,400	.....	.....
	Mulloy, Lulu E.				1911	9	3½	.....	.....	1,300
	Martin, Jean E. (Int.)	B.A., Tor.	Math. and Phys.		1916	½	....	.....	.....	1,000
	Wallace, Mary H. (Int.)	B.A., Tor.			1916	½	1½	.....	.....	800
Kemptville ...	Clothier, James O.	B.A., Queen's	Fr. and Ger. (Int.)		1913	20	....	1,600	.....	.....
	Medcof, James L. (Int.)	B.A., Queen's	Science	Phys. Cul.	1915	1½	1	.....	1,100	.....
	Johnston, Katie B.	B.A., Tor.	Eng. and His.		1911	5½	4	.....	.....	1,100
	Johnston, Frances V.	B.A., Tor.		Phys. Cul.	1913	3½	2	.....	.....	1,050
	Clothier, Bessie		Art (Int.)	Phys. Cul.	1916	5½	2	.....	.....	1,000
Kenora	Cornwell, John L.	B.A., Tor.	Math.		1914	24½	....	2,000	.....	.....
	Hamer, Lottie E.	B.A., Tor.	Mods. & His., Phys. Cul.		1914	3	2½	.....	.....	1,300
	McMillan, Roy J.		Phys. Cul. (Int.)	Art	1916	2½	....	.....	1,400	.....
Kincardine ..	Nelson, Albert E.	B.A., Queen's			1916	8⅓	6	1,600	.....	.....
	Elliott, Frederick V. (Int.)	B.A., West		Agr. & Hor.	1916	1½	2	.....	1,350	.....
	Buchanan, Winnifred	B.A., Queen's			1915	6	2½	.....	.....	1,100
	Reynolds, Myrtle V.	B.A., Queen's & West.	Mods. and Hist. (Int.)	Phys. Cul.	1915	2½	1	.....	.....	1,100
	Cruikshank, Gertrude (Int.)	B.A., Tor.			1916	½	....	.....	.....	800
	Hamilton, Agnes T.		Art (Int.)		1916	3½	....	.....	.....	1,000
Leamington ..	Wright, Robert	B.A., Queen's	Math		1912	20½	4	1,900	.....	.....
	Campbell, George A.			Agr. & Hor.	1908	8½	12	.....	1,500	.....
	Feasby, Harold G. (Int.)			Phys. Cul.	1916	1½	....	.....	1,000	.....
	Thomas, Margaret	B.A., Queen's			1916	4½	4	.....	.....	1,000
	McGinn, Lulu M. (Int.)	B.A., Tor.	Mods. & Hist.	Art, Phys. Cul.	1916	1½	....	.....	.....	1,000

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1917—Continued

High Schools	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Listowel	Elliott, Henry E.	B.A., Queen's			1913	8½	3	1,700	.....	.....
	Ellis, Roxie A.	.....	Art (Int.)	.....	1915	4½	1	.....	.....	1,000
	Gee, Norma	.....	.....	Phys. Cul., Art.	1915	3½	....	.....	.....	900
	Schmietendorf, Herbert F.	.....	.....	.....	1916	4½	4	.....	1,200	.....
	Penfold, Janet L. (Int.)	B.A., Tor.	Classics	.....	1916	1½	....	.....	.....	1,000
	Hay, Hazel F. (Int.)	B.A., Tor.	.....	.....	1916	½	....	.....	.....	900
Lucan	Leckie, Bruce E.	B.A., McM.	Science	Phys. Cul.	1913	6½	2	1,650	.....	.....
	Philp, J. Henry (Int.)	B.A., Queen's	.....	.....	1915	1½	....	.....	1,000	.....
	Vrooman, Agnes S.	M.A., Western	.....	.....	1913	3½	....	.....	.....	825
	Murray, Olive H.	.....	.....	Art	1916	3½	1	.....	.....	700
Madoc	Arnold, Hubert G.	B.A., Queen's	Science (Int.)	.....	1916	3½	....	1,600	.....	.....
	Hanna, Ella A.	.....	.....	.....	1914	6½	4½	.....	.....	1,200
	Gillard, Leah A.	.....	Art (Int.)	.....	1916	3	1	.....	.....	800
	Hanna, Lorna (Int.)	B.A., Tor.	Eng. & Hist.	.....	1917	....	....	.....	.....	800
Markdale	Preston, Thomas	B.A., B.Pæd., Tor.	Science	Phys. Cul.	1915	21	2	1,450	.....	.....
	Kelly, Mary (Int.)	B.A., Tor.	.....	.....	1917	....	....	.....	.....	700
Markham	Bell, James S.	B.A., Tor.	.....	Phys. Cul.	1912	7½	2	1,700	.....	.....
	Campbell, Stella K.	.....	.....	Phys. Cul.	1912	9½	1½	.....	.....	1,000
	Russell, F. Josephine	.....	.....	.....	1910	10½	4	.....	.....	1,000
	Stewart, Garnet A. (Int.)	.....	.....	.....	1916	½	....	.....	1,000	.....
Meaford	Dundas, Arthur A.	B.A., Tor.	.....	.....	1897	20	2	1,800	.....	.....
	Hammond, John E.	.....	Com.	Art	1906	10½	3	.....	1,300	.....
	Williams, Edna J.	B.A., Tor.	.....	Phys. Cul.	1912	9	....	.....	.....	1,500
	Cook, Alta-Lind	B.A., Tor.	Mods. and Hist.	Phys. Cul.	1914	2½	....	.....	.....	1,200
	Stilwell, Ayrest L. (Int.)	B.A., McM.	.....	Phys. Cul.	1916	1½	2	.....	1,400	.....

Midland	Glass, William Arthur	B.A., Tor.		Phys. Cul.	1904	14½	....	1,900	.....	.....
	Clarke, Eleanor L.	B.A., Tor.		Art, Phys. Cul.	1913	4	1	.....	.....	1,100
	Dunlop, Charles G.			Phys. Cul.	1914	7	1	.....	1,500	.....
	Boyle, Edna M. (Int.)	B.A., Tor.	Math. and Phys.	Phys. Cul.	1915	1½	1	.....	.....	1,100
Mitchell	Elliott, John	B.A., Queen's	Eng., Math.		1914	33	5	1,600	.....	.....
	Alcombrack, Edna A.	B.A., Tor.			1914	4	1	.....	.....	950
	Adamson, Florence M. (Int.)	B.A., Tor.	Art	Phys. Cul.	1916	1½	....	.....	.....	900
	Ramage, George E. (Int.)	B.A., McM.		Phys. Cul.	1916	½	....	.....	1,000	.....
Morewood	Loucks, Horatio				1902	14½	5½	1,800	.....	.....
	Rodden, Mary R. (Int.)	B.A., Tor.			1916	½	½	.....	.....	800
Mount Forest	Speirs, Thomas E.	B.A., Tor.	Math. and Phys.		1907	10½	2	1,600	.....	.....
	Fraser, Lucille		Art (Int.)		1914	6½	3	.....	.....	1,050
	Gilroy, Emily I.	B.A., Tor.		Phys. Cul.	1914	2½	....	.....	.....	850
	Noonan, Aileen (Int.)	B.A., Tor.	Mods. and Hist.	Phys. Cul.	1915	1½	....	.....	.....	825
Newburgh	Andrews, Robert T.	B.A., Tor.	Classics		1910	12	14	1,200	.....	.....
	McKeracher, Florence J.	B.A., Queen's		Phys. Cul.	1911	7	3	.....	.....	1,000
	Murphy, Edith A.	B.A., Queen's		Art	1914	3	....	.....	.....	800
Newcastle	McMahon, Frank O.	B.A., Tor.		Phys. Cul.	1916	8½	6	1,200	.....	.....
	Arnold, Leita E. (Int.)	B.A., Queen's		Phys. Cul.	1916	½	....	.....	.....	650
Newmarket	Fairchild, Austin H.	B.A., McM.	Math.		1915	11½	5	1,650	.....	.....
	Hollingshead, John E.				1884	32	2½	.....	1,150	.....
	Kidd, William L.			Phys. Cul.	1910	12	10	.....	1,350	.....
	Wickett, Laura E.		Com.	Art	1909	7½	1½	.....	.....	1,100
	Taylor, Annie M. A.	B.A., Tor.	Phys. Cul.		1914	2½	....	.....	.....	900
	Tighe, Elsie (Int.)	B.A., Tor.	Eng. & Hist.		1916	½	....	.....	.....	900
	Robinson, Bertha E. (Int.)				1916	....	1	.....	.....	650
Niagara	Bale, Geo. S.	B.A., Tor.	Eng., Hist., Fr. & Ger.		1914	16	....	1,300	.....	.....
	Clark, Etta				1915	3½	....	.....	.....	800
Niagara Falls, South	Myer, Albert N.	M.A., Trin.	Math.		1908	22½	....	2,100	.....	.....
	Dawson, Margaret M.			Com.	1907	9	2	.....	.....	1,000
	Johnston, E. Grace			Phys. Cul.	1914	4½	2	.....	.....	900
	Porter, William A. (Int.)			Agr.&Hor., P.C.	1916	1½	2	.....	1,000	.....
	Mills, Jennie (Int.)		Com.	Agr.&Hor., Art, Ho. Sci., P.C.	1916	1	10	.....	.....	1,000
Norwood	Lawlor, Richard G.	B.A., Queen's			1909	12½	8	1,600	.....	.....
	Ferris, Kathleen B. (Int.)	B.A., Tor.		Art, Phys. Cul.	1916	1½	....	.....	.....	800
	Edmunds, Lulu J.			Art	1917	8	2½	.....	.....	800

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								Principal	Male Assistants	Female Assistants
								$	$	$
Oakville	Wyndham, William B.	B.A., Tor.	Eng., Hist., Fr. & Ger.	Agr.&Hor., P.C.	1914	20	6½	1,800	.....	.....
	Ovens, Winifred E.	B.A., Western	.....	.....	1912	8½	....	.....	.....	1,200
	Cordingley, Margaret L. (Int.)	B.A., Tor.	.....	.....	1917	....	....	.....	.....	1,000
Omemee	Morden, Frances D.	B.A., Tor.	Phys. Cul. (Int.)	.....	1912	10	2	1,250	.....	.....
	Millard, Lena	.....	.....	Art, Phys. Cul.	1916	2½	3	.....	.....	800
Orangeville	Hackett, Edward	B.A., Dublin	.....	.....	1915	7½	....	1,700	.....	.....
	Strang, Grace M.	B.A., Tor.	Mods. and Hist.	.....	1907	10½	....	.....	.....	1,200
	MacIntyre, Sada	.....	.....	Art	1912	4½	6	.....	.....	850
	Smith, S. Louise	.....	.....	.....	1915	7½	3	.....	.....	1,200
	Scott, Arthur G. (Int.)	B.A., Queen's	.....	Phys. Cul.	1915	1½	....	.....	1,000	.....
Oshawa	Dolan, John Henry	B.A. Queen's	Classics	.....	1911	18½	....	2,000	.....	.....
	Stevenson, Lewis	B.A., B.Sc., Vic.	Math., Science	.....	1902	24	3	.....	1,700	.....
	Courtice, Samuel J.	B.A., Tor.	Phys. Cul. (Int.), Math.	.....	1908	16	6	.....	1,500	.....
	Faint, Pearl B.	M.A., Tor.	Mods. and Hist.	.....	1910	8½	....	.....	.....	1,300
	Armstrong, Florence J.	.....	.....	.....	1910	6½	5	.....	.....	800
	Brimicombe, Bessie F.	.....	Com. (Int.)	Art	1915	4	3	.....	.....	1,100
Paris	Bell, Walter N.	B.A., Tor.	Classics	.....	1898	26	....	1,800	.....	.....
	Willson, H. Blanche	B.A., Tor.	Math.	Phys. Cul.	1912	4½	1½	.....	.....	1,250
	Black, Harriet E.	M.A., Tor.	Mods.&H., (Int.), Fr. & Ger.	Phys. Cul.	1914	2½	2	.....	.....	1,000
	Pridham, C. Irene	.....	Com.	Phys. Cul.	1917	3½	....	.....	.....	1,000
Parkhill	Might, Lincoln	M.A., Queen's	Art (Int.), Science	Phys. Cul.	1916	16	2	1,500	.....	.....
	Gillespie, Mary A.	M.A., Tor.	.....	Phys. Cul.	1915	5	....	.....	.....	850
	Fenn, Lloy E. (Int.)	B.A., Queen's	.....	.....	1916	½	....	.....	.....	800
	Jones, Rae L. L. (Int.)	B.A., West	.....	.....	1916	½	1½	.....	.....	800

Parry Sound..	Girdwood, Arthur R.....	B.A., McM.....	Math.	Phys. Cul.....	1914	13	....	1,900	.....	.....
	Whitton, L. Pearl	B.A., Queen's.....	Mods.&Hist.(Int.),Fr.&Gr..	.....	1914	3½	....	.....	.....	1,050
	Hodgins, Ethelberta	.....	Art .....(Int.)	.....	1914	5	1	.....	.....	900
Pembroke.....	Flach, Ulysses J.....	M.A., Tor.....	Math.	.....	1913	28	....	2,000	.....	.....
	Dickey, M. Ada.....	B.A., Tor.....	Mods. and Hist.....	.....	1914	14	....	.....	.....	1,500
	Moir, Isabella	.....	Com.	Art.....	1913	9½	8	.....	.....	1,300
	Rose, Marion H.....	.....	Fr. and Ger.....	.....	1911	21½	4	.....	.....	1,300
	Shales, Walter E.	M.A., Queen's.....	Science, Phys. Cul.....	Agr. & Hort...	1916	2½	5	.....	1,700	.....
	Miller, Everton A.	M.A., McM.....	Classics	.....	1917	4½	3	.....	1,700	.....
	De la Mater, Magdalene.....	.....	.....	Phys. Cul.....	1917	7½	....	.....	.....	.....
Penetanguis'ne	Keefe, R. Daniel	B.A., Tor.....	.....	.....	1907	14½	....	1,750	.....	.....
	Sweet, Fred. G.....	.....	Com .....(Int.)	.....	1911	7	4½	.....	1,250	.....
	Ney, Louisa E.	.....	Art .....(Int.)	.....	1917	5	3	.....	.....	900
Petrolea.....	MacKichan, Peter	B.A., Queen's.....	.....	.....	1916	2½	3	1,500	.....	.....
	McPhail, Alexander C.....	B.A., Queen's.....	.....	.....	1910	22½	9½	.....	1,300	.....
	McKellar, Mary I.....(Int.)	B.A., Queen's.....	Mods. & Hist.....	Phys. Cul.....	1916	½	1	.....	.....	1,000
	Saunders, Lucy .....(Int.)	B.A.,West.,M.A.,Mich	.....	.....	1916	2½	4½	.....	.....	1,000
Plantagenet...	O'Hagan, Thomas	B.A., Ottawa.....	.....	.....	1916	10½	....	1,500	.....	.....
	O'Connor, Katie B.....(Int.)	.....	.....	.....	1916	1½	2	.....	.....	800
	Mulvihill, Mary B.....(Int.)	.....	.....	Art, Phys. Cul..	1916	1½	3	.....	.....	700
Port Dover....	Barron, Robert A.....	B.A., Tor.....	Class., Eng., Fr. & Ger.....	.....	1913	34	5	1,400	.....	.....
	McBride, Lela G.....(Int.)	.....	.....	Phys. Cul., Art.	1915	1½	2	.....	.....	800
Port Elgin....	Cameron, James G.....	B.A., Queen's.....	.....	Art, Phys. Cul..	1916	15½	14½	1,500	.....	.....
	Duncan, Muriel .....(Int.)	B.A., Tor.....	.....	Phys. Cul.....	1915	1½	....	.....	.....	800
	McDonald, Vivian C...(Int.)	.....	.....	Phys. Cul.....	1915	1½	....	.....	.....	850
Port Hope.....	Howson, Bruce F.....	B.A., Queen's.....	Math. & Phys.....(Int.)	.....	1916	7½	2	1,700	.....	.....
	Affleck, Archibald A...(Int.)	B.A., McM.....	Classics.....	.....	1913	3½	....	.....	1,450	.....
	Copeland, George E.	M.A., Queen's.....	Science.....	Agr. & Hort...	1911	5½	3½	.....	1,400	.....
	Scott, Ethel O.....	M.A., Tor.....	Mods.&Hist.(Int), Fr. & G..	.....	1911	5½	4½	.....	.....	1,450
	Tuer, Margaret	.....	Art (Int.), Com.....	Phys. Cul.....	1910	10	5	.....	.....	1,000
	Taylor, Marguerite I. (Int.)	B.A., Tor.....	Eng. and Hist.....	Phys. Cul.....	1915	1½	....	.....	.....	1,000
Port Perry....	Follick, Thomas H.....	M.A., Vic.....	Science.....	.....	1915	26½	2	1,600	.....	.....
	Stone, George	.....	.....	.....	1883	35	4	.....	1,300	.....
	Harris, L. Morwenna	.....	.....	Phys. Cul., Art.	1912	6½	1½	.....	.....	850
	De Foe, Eugénie M....(Int.)	B.A., Tor.....	Phys. Cul.....	.....	1916	½	5	.....	.....	1,000
Port Rowan...	Kerr, Mrs. Winnabel E.....	B.A., McM.....	Art .....(Int.)	.....	1916	4½	5	1,100	.....	.....
	Franklin, Helen A....(Int.)	B.A., Tor.....	.....	Phys. Cul.....	1915	1½	....	.....	.....	800

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								Principal	Male Assistants	Female Assistants
								$	$	$
Prescott	Trench, William W. A.	B.A., Tor.	Classics	Com.,Phys.Cul.	1911	12½	5	1,700	.....	.....
	Goulding, Hanna M.	.....	.....	Phys. Cul., Art.	1911	13½	2½	.....	.....	1,200
	Pinel, Hattie L.	M.A., Tor.	Mods. and Hist.	Phys. Cul.	1911	5½	....	.....	.....	1,000
	Greig, Earl H. (Int.)	B.A., Queen's	.....	.....	1916	½	....	.....	1,100	.....
Richmond Hill	Jenkins, Robert S.	M.A., Tor.	E.&H. (Int.),Class.,Fr.&G.	.....	1916	11	....	1,500	.....	.....
	Stewart, James H.	.....	Art (Int.)	Phys. Cul.	1914	2½	2	.....	1,100	.....
	Stinson, Mildred E. (Int.)	B.A., Tor.	Mods. & Hist., Phys. Cul.	.....	1916	1½	....	.....	.....	800
Rockland	Walsh, John C.	B.A., Ottawa	.....	Phys. Cul.	1913	10½	....	1,450	.....	.....
	O'Callaghan, Mila	.....	.....	.....	1913	5½	3½	.....	.....	800
	Coughlan, Anna T. (Int.)	B.A., Tor.	.....	.....	1916	½	....	.....	.....	800
Sault Ste. Marie	Race, Wilfrid B.	B.A., Queen's	Mods. and Hist.	.....	1904	24	....	2,600	.....	.....
	Rudlen, George W.	B.A., Tor.	Math.	.....	1904	18	....	.....	1,950	.....
	Walkom, Daniel T.	B.A., Queen's	.....	.....	1911	7	3½	.....	1,900	.....
	Patterson, Harriet A.	B.A., Queen's	.....	.....	1914	10	....	.....	.....	1,450
	Clayton, Vivian E.	B.A., Man.	Art (Int.), Com.	.....	1908	10½	1½	.....	.....	1,450
	MacKenzie, Anna	.....	.....	.....	1910	6½	11	.....	.....	1,150
	Warnock, Grace I.	.....	Phys. Cul. (Int.)	.....	1916	2½	....	.....	.....	900
	Later, Thomas J.	.....	Manual Training (Int.)	.....	1910	6	10	.....	1,600	.....
	Shaw, Mary P.	.....	(Household Sci. Instr.)	.....	1910	10	....	.....	.....	950
Shelburne	Lishman, Frederic R.	B.A., Queen's	.....	Art	1916	4½	....	1,400	.....	.....
	Govenlock, Ada H. (Int.)	.....	.....	Phys. Cul.	1916	2	2½	.....	.....	750
	Gabriel, Mary (Int.)	.....	.....	Phys. Cul.	1916	½	1	.....	.....	700
Simcoe	Christie, James D.	B.A., Tor.	Eng., Fr. and Ger.	.....	1889	38	....	1,600	.....	.....
	Messmore, Joseph F.	B.A., Tor.	Classics	.....	1911	25	....	.....	1,350	.....

	Martin, Thomas W.		Phys. Cul. (Int.)		1917	3½	....	.....	1,350	.....
	Case, H. James		Phys. Cul. (Int.)		1914	11	13	.....	1,300	.....
	Goodland, Alma		Com.	Art	1907	10	11	.....	.....	1,000
	Brown, Annie E. (Int.)				1916	½	....	.....	.....	775
Smithville	Elliott, Thomas W.	B.A., Tor.	Science		1914	10½	11	1,500	.....	.....
	McNab, Alberta (Int.)	B.A., Tor.		Art, Phys. Cul.	1916	½	1	.....	.....	800
	Nelson, Eva E. (Int.)	B.A., Queen's			1916	½	½	.....	.....	800
Stirling	Kennedy, George E.	B.A., Vic.	Science		1893	24	4	1,500	.....	.....
	Harrington, Marjorie L. (Int.)	B.A., Tor.			1916	½	....	.....	.....	700
	Galloway, J. Louise... (Int.)	B.A., Tor.	Mods. & Hist.		1916	1½	....	.....	.....	750
	Grills, Margaret		Art (Int.)		1916	2½	5½	.....	.....	800
Streetsville	Laing, Maybelle M.	B.A., Queen's		Art	1916	3½	3	1,000	.....	.....
	Gerhardt, Henry W.			Phys. Cul.	1913	3½	....	.....	1,000	.....
	Tanner, Annie M. (Int.)		Com.	Phys. Cul., Art	1916	½	1	.....	.....	900
Sudbury	Berlanguet, Hugh S.	B.A., Queen's	Classics		1910	13	....	2,200	.....	.....
	O'Grady, John L.	B.A., Queen's			1916	6½	2	.....	1,600	.....
	Bibby, Marie V.	B.A., Tor.	Mods. and Hist.		1911	10½	....	.....	.....	1,600
	File, Lillian A.		Com. (Int.)	Phys. Cul.	1913	6½	6½	.....	.....	1,300
	Forbes, William B.		Science	Phys. Cul.	1917	21½	1	.....	1,600	.....
Sydenham	Sine, Frederick	M.A., B.Sc., Qn's		Agr. & Hor.	1915	9½	5	1,800	.....	.....
	Knowles, John H. (Int.)	B.A., Queen's		Phys. Cul.	1916	½	2	.....	1,200	.....
	Hiscock, May B.	B.A., Queen's		Phys. Cul.	1910	6½	....	.....	.....	900
	Davidson, Edith M.	B.A., Queen's			1916	5	....	.....	.....	950
Thorold	Bonis, Harry	B.A., Tor.	Classics	Art	1914	26	1	1,600	.....	.....
	Fraser, Mary A.	B.A., Queen's			1914	2½	....	.....	.....	1,000
	Munro, Margt. K.	B.A., Tor.	Math. (Int.)	Phys. Cul.	1916	6½	5½	.....	.....	900
Tillsonburg	Auld, Charles	B.A., Tor.	Math.		1914	22	....	2,000	.....	.....
	Hindson, Hilda M.		Com.	Art, Phys. Cul.	1904	12	6	.....	.....	1,000
	Sinclair, Robt. J.		Phys. Cul. (Int.)		1915	5½	2	.....	1,300	.....
	McGregor, Enid A.	B.A., McM.	Eng. and Hist.	Phys. Cul.	1915	3½	2	.....	.....	1,000
	Symons, Helen (Int.)	B.A., Tor.	Eng. and Hist., Phys. Cul.		1915	1½	....	.....	.....	850
Toronto, Commerce	Eldon, Robert H.	B.A., Queen's	Math., Com.		1911	25	7	3,200	.....	.....
	Ward, William	B.A., B.Pæd., Qn's	Com.		1911	22	5	.....	2,400	.....
	Fletcher, William H.	M.A., Queen's	Science, Com.		1911	21½	4½	.....	2,400	.....
	Baird, William		Com.		1911	14	4	.....	2,300	.....
	Edward, Wesley G.	B.A., Tor.	Com.		1911	11½	1	.....	2,200	.....
	Bailey, Joseph J.		Com. (Int.)		1911	12½	5	.....	2,200	.....
	Webster, Samuel C.	B.A., Tor.			1911	15	2	.....	2,200	.....

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1917—Continued

High Schools	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Toronto, Commerce, Continued	Conlin, Evelyn E.	B.A., Tor.	Mods. and Hist.		1911	14½	....	.....	.....	2,100
	Van Every, John F.	B.A., Tor.	Eng., Hist., Fr. & Ger.		1912	19	....	.....	2,000	.....
	Harry, Frank T.	.....	Com.		1913	3½	13½	.....	1,900	.....
	Smith, Clayton R.	.....	Art, Com.		1914	8	5	.....	1,800	.....
	Mathieson, Elsie	B.A., Tor.	Eng. and Hist.		1914	6	6	.....	.....	1,700
	Francis, Annie B.	B.A., Tor.	Mods. and Hist.		1915	13½	1	.....	.....	1,700
	Keast, Walter	B.A., Tor.	Math.		1916	10½	5	.....	2,300	.....
	Stockdale, Thomas N.	.....	Phys. Cul., Com.	(Int.) Art	1916	8	4	.....	1,600	.....
	Hare, Arthur F.	(Int.)	Com.		1916	3½	8½	.....	1,600	.....
	Lailey, Marion B.	M.A., Tor.	Phys. Cul.	(Int.)	1916	5	....	.....	.....	1,500
	Harvey, Humphrey G.	(Int.)	.....	Com.	1916	½	8½	.....	1,600	.....
Toronto, North	Reed, George H.	M.A., B.Pæd., Tor.	Classics		1910	28	4	2,700	.....	.....
	Shaw, Robert	B.A., McM., and Tor.	Math.		1913	15	3	.....	2,400	.....
	Clark, Luther J.	B.A., Queen's	Fr. and Ger.		1914	26½	5½	.....	2,400	.....
	Keillor, James	B.A., Queen's	Eng. and Hist.		1915	25	3	.....	2,400	.....
	Nelson, Curtis I.	.....	.....		1910	6	2½	.....	1,800	.....
	Scanlon, Mary G.	.....	Art	(Int.) Phys. Cul.	1911	8	2½	.....	.....	1,700
Trenton	Whyte, Robert	B.A., Tor.	.....		1910	21	4	1,650	.....	.....
	Pattee, Mrs. Ada	.....	Eng. and Hist.		1889	29	....	.....	.....	1,050
	Scott, Jessie M.	.....	.....		1914	5½	3	.....	.....	1,000
	Redmond, Josephine E.	B.A., Queen's	.....		1916	3	¼	.....	.....	800
Uxbridge	Davidson, John H.	M.A., B.Pæd., Tor.	Math.	Phys. Cul.	1914	14	5	1,600	.....	.....
	Jeckell, Laura M.	.....	.....		1908	9	2½	.....	.....	1,050
	Tobin, Lily S.	B.A., Queen's	.....	Phys. Cul.	1914	2½	3½	.....	.....	800
	Horne, Mrs. Laura E.	(Int.) B.A., Tor.	.....	Phys. Cul.	1916	½	....	.....	.....	700
	Gould, Elva	.....	.....	.....	1916	7	....	.....	.....	800

Vienna	Foster, Jessie	B.A., Queen's	Fr. and Ger.		1914	15	....	1,100	.....	.....
	Kirk, Gladys R.		Art (Int.)		1914	2½	1	.....	.....	800
Walkerton	Morgan, Joseph	M.A.,Tor.	Classics		1881	35	....	1,600	.....	.....
	McGregor, Margaret C.	B.A., Tor.		Art	1908	9½	1½	.....	.....	1,100
	Cummer, May E.		Com. (Int.)		1909	11½	....	.....	.....	1,200
	Lamont, Alexander D.. (Int.)	B.A., Queen's			1916	½	4	.....	1,150	.....
Wallaceburg	Dickenson, Edgar U.	B.A., Tor.		Phys. Cul.	1904	12	3	1,600	.....	.....
	Oldfield, I. Marie	B.A., Tor.		Art, Phys. Cul.	1917	3	....	.....	.....	900
	Fritz, Myrtle E. (Int.)		Com.		1915	1½	½	.....	.....	850
	Wemp, Annie P.		Phys. Cul. (Int.)		1916	3½	2	.....	.....	750
Wardsville	Farrington, Mabel	B.A., Tor.		Phys. Cul.	1916	3½	....	1,200	.....	.....
	Garbutt, Mary M. (Int.)	B.A., Tor.	Math. & Phys.	Phys. Cul.	1916	½	1	.....	.....	700
Waterdown	Ferguson, John	B.A., Queen's			1916	10½	8	1,600	.....	.....
	Gillespie, Grace A. (Int.)	B.A., Queen's		Phys. Cul.	1916	2	½	.....	.....	800
	McGregor, Jean H.		Art (Int.)		1914	3	....	.....	.....	750
Waterford	Rowntree, Annie E.	M.A., Tor.	Mods. and Hist.	Phys. Cul.	1910	6⅓	5	1,400	.....	.....
	Caverhill, Elsie	B.A., Queen's	Eng. and Hist. (Int.)	Phys. Cul.	1915	4	2	.....	.....	850
	Russell, James W.			Phys. Cul.	1916	2½	....	.....	950	.....
Watford	Steer, Albert B.	B.A., Tor.			1915	8	1	1,500	.....	.....
	McCaw, Hester E. A.	B.A., Tor.	Eng. and Hist.		1912	8½	....	.....	.....	1,050
	Mitchell, Blanche H.			Art	1907	9⅓	4	.....	.....	1,000
	McKenzie, Russell N... (Int.)	B.A., Tor.	Math. and Phys.	Phys. Cul.	1916	1½	....	.....	1,200	.....
	Matthews, (Capt.) Frank		(Drill Instr.)		1917	....	....	.....	.....	.....
Welland	McCuaig, Herbert M.	B.A., Queen's			1891	32	....	1,800	.....	.....
	Doherty, John C.	B.A., McM.	Science	Phys. Cul.	1913	6	....	.....	1,500	.....
	Thomson, Helen M.	B.A., Tor.	Math.		1908	8	3	.....	.....	1,200
	Brennan, Jennie L.		Art (Int.)		1906	10½	4	.....	.....	1,000
	Ross, Margery E.	B.A., Tor.	Phys.Cul.(Int.), Mods.&H.		1915	2½	....	.....	.....	1,000
	Howie, Mabel F.		Com. (Int.)	Phys. Cul.	1915	5	3	.....	.....	900
	Cinnamon, Mabel A.... (Int.)	B.A., Tor.	Mods. & Hist.		1916	½	1	.....	.....	800
Weston	Pearson, Alexander	B.A., Tor.	Science	Agr. and Hor.	1914	23½	....	2,300	.....	.....
	Graeb, Mabel M.	M.A., Tor.	Mods. & Hist.		1911	8½	....	.....	.....	1,200
	Dufton, Lena I.	B.A., Tor.	Classics		1915	8	....	.....	.....	1,250
	McLellan, Mary A.... (Int.)	B.A., Tor.	Math. & Phys.	Phys. Cul., Art	1916	1½	....	.....	.....	1,200

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1917—Continued

High Schools	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of Appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Whitby	Johnson, George S.	B.A., McM.	Science		1915	6½	....	1,700	.....	.....
	Adamson, William H. (Int.)	M.A., Queen's	Math.	Phys. Cul.	1915	1½	1	.....	1,200	.....
	Smith, Wallace W. (Int.)	B.A., McM.			1916	½	4½	.....	1,200	.....
	Guthrie, Ethel R. (Int.)	B.A., Queen's	Mods. & Hist.	Phys. Cul.	1916	½	....	.....	.....	900
	Sailsbury, M. Orethia		Art (Int.)		1914	3	4½	.....	.....	900
Wiarton	Hamilton, John R.	B.A., Queen's		Phys. Cul.	1912	7½	....	1,700	.....	.....
	Noble, William H. (Int.)				1916	½	2	.....	900	.....
	McLachlin, Janet E. (Int.)			Art	1915	1½	4	.....	.....	850
Williamstown	Cooke, John A.	M.A., Queen's	Classics		1911	27	3	1,750	.....	.....
	Cattanach, Jessie S.	B.A., Queen's		Phys. Cul.	1910	6½	4½	.....	.....	1,125
	O'Brian, Mabel B.			Art	1909	9½	....	.....	.....	1,075
	Elliott, Clarence (Int.)	B.A., West		Phys. Cul.	1916	½	6	.....	1,300	.....
Winchester	Zurbrigg, Jacob M.	B.A., Tor.		Phys. Cul.	1914	7½	....	1,500	.....	.....
	Stenhouse, Rebecca	B.A., McM.			1914	7	3½	.....	.....	1,150
	Rose, Maude L.			Art	1914	4	3½	.....	.....	800
	Graham, Hugh H. (Int.)	B.A., McM.	Science	Ag.&Hor., P.C.	1915	1½	1	.....	1,200	.....
Wingham	Smith, George R.	B.A., Tor.	Math.		1911	5½	3½	1,600	.....	.....
	Anderson, John A. (Int.)	B.A., Queen's			1915	1½	4½	.....	1,400	.....
	Butcher, Frank H. (Int.)	B.A., Tor.	Classics		1916	½	....	.....	1,200	.....
	Whyte, Marion I.	B.A., Tor.	Mods. and Hist.	Phys. Cul.	1913	6½	1	.....	.....	1,100
	Garrett, Evelyn C.			Art	1915	6	3	.....	.....	900

SUMMARY, COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1917

Number of Schools, Sex of Teachers, and Percentages

Schools

Collegiate Institutes	48
High Schools	113
Total	161
Increase for the year	1

Teachers

Men	554
Women	484
Total	1,038

Percentages

January, 1917:	Men,	53.37;	Women,	46.62
" 1916:	"	55.00;	"	45.00
" 1914:	"	59.27;	"	40.72
" 1909:	"	67.55;	"	32.45
" 1904:	"	78.80;	"	21.20

Number of Teachers

Collegiate Institutes

Principals	48
Assistants	522
Total	570

High Schools

Principals	113
Assistants	355
Total	468

Grand Total

Principals	161
Assistants	877
Grand Total	1,038
Increase for the year	18

Salaries

Collegiate Institutes

Highest Salary	$3,500
Average " Principals	2,276
" " Male Assistants.	1,738
" " Female " .	1,308
Average Salary	$1,617
Increase for the year	31

High Schools

Highest Salary	$3,200
Average " Principals	1,653
" " Male Assistants.	1,448
" " Female " .	983
Average Salary	$1,242
Increase for the year	9

Collegiate Institutes and High Schools

Highest Salary	$3,500
Average " all Principals	1,839
" " all Assistants	1,376
Average Salary, all	$1,448
Increase for the year	18
Average Salary, Male Assistants	$1,667
" " Female "	1,133
Increase for year, Principals	$26
" " Male Assistants	33
" " Female "	24

University Graduates, Specialists, etc.

Collegiate Institutes and High Schools

Graduates	752
Non-Graduates	286
Percentage of Graduates, 1917	72.44
Percentage of Graduates, 1916	71.37
Percentage of Non-Graduates, 1917	27.55
Percentage of Non-Graduates, 1916	28.62
Interim Certificates	234
Specialists	469
Interim Specialists	240
Percentage of Specialists and Interim Specialists, 1917	68.30
Percentage of Specialists and Interim Specialists, 1916	64.60
Percentage of Non-Specialists, 1917	31.69
Percentage of Non-Specialists, 1916	35.39
Teachers holding Elementary or Intermediate Certificates	299

APPENDIX V

PROVINCIAL NORMAL AND MODEL SCHOOLS.

I. Normal School, Hamilton

Staff, January, 1917.

S. A. Morgan, B.A., D.Pæd ..... Principal: Science of Education.
F. F. Macpherson, B.A. ..... Master: English.
E. T. Seaton, B.A. ..... Master: Mathematics.
J. Voaden, M.A. ..... Master: Science and Geography.
G. O. McMillan, M.A., B.Pæd ..... Master: Nature Study and Agriculture.
A. J. Painter ..... Instructor: Manual Training.
Julien R. Seavey ..... Instructor: Art.
Miss Clara E. Elliott ..... Instructor: Household Economics.
*H. A. Stares, Mus. Bac ..... Instructor: Music.
†Sergt.-Maj. Jesse Skinner ..... Instructor: Physical Culture.
Oscar Main ..... Instructor: Writing.

* Leave of absence granted to accept a commission as Lieutenant and the position of bandmaster in the 80th Battalion for Overseas Service, December 28th, 1915.

† Granted leave of absence for Active Service, March 17, 1915.

Students admitted, Session 1916-1917

Male	19
Female	173
Total	192

II. Normal School, London

Staff, January, 1917.

S. J. Radcliffe, B.A. ..... Principal: English.
John Dearness, M.A ..... Master: Science and School Management.
A. Stevenson, B.A. ..... Master: Science of Education and Grammar.
E. T. White, B.A., B.Pæd ..... Master: Mathematics and History.
G. W. Hofferd, B.A. ..... Master: Science and Geography.
Sugden Pickles ..... Instructor: Manual Training.
S. K. Davidson ..... Instructor: Art.
Miss A. B. Neville ..... Instructor: Household Economics.
C. E. Percy ..... Instructor: Music.
Albert Slatter ..... Instructor: Physical Culture.
J. W. Westervelt ..... Instructor: Writing.

Students admitted, Session, 1916-1917

Male	26
Female	163
Total	189

III. Normal School, North Bay

Staff, January, 1917

A. C. Casselman ..... Principal: History, History of Education, Reading.
J. C. Norris, M.A., B.Pæd. ..... Master: Mathematics.
J. B. McDougall, B.A. ..... Master: Science of Education and English.
H. E. Ricker, M.A. ..... Master: Science.
J. E. Chambers ..... Instructor: Manual Training.
C. Ramsay ..... Instructor: Art.
Miss Mayme C. Kay ..... Instructor: Household Economics.
Herbert Wildgust, L.L.C.M. ..... Instructor: Music.

Students admitted, Session, 1916-1917

Male	18
Female	107
Total	125

IV. Normal School, Ottawa

1. Staff, January, 1917

J. F. White, LL.D.	Principal : School Management and English.
W. J. Karr, B.A., B.Pæd.	Master : Science of Education and English.
J. W. Forbes, B.A.	Master : Mathematics, History, and Hygiene.
G. A. Miller, M.A.	Master : Science and Nature Study.
F. A. Jones, B.A.	Master : Grammar, Geography, and History of Education.
Miss Eliza Bolton	Instructor : Kindergarten Principles.
J. S. Harterre	Instructor : Manual Training.
Roy F. Fleming	Instructor : Art.
Miss C. E. Green	Instructor : Household Economics.
T. A. Brown	Instructor : Music.
C. Emery	Instructor : Physical Culture.

Students admitted, Session, 1916–1917

Male	12
Female	173
Total	185

2. Staff of Normal Model School, Ottawa, January, 1917

C. E. Mark, B.A.	Acting Headmaster, IV and III Form, Boys.
H. M. Leppard	III Form, Boys.
C. P. Halliday (on active service)	II Form, Boys (Mrs. F. Carter acting).
Miss E. V. Phillips	Pt. II, Boys.
M. C. Runians, B.A.	I Form, Boys.
Miss M. E. Butterworth (on leave, Miss Hanahoe acting).	
Miss A. G. Hanahoe	First Female Assistant.
Miss J. Foster	III Form, Girls.
Miss A. Delaney	II Form, Girls.
Miss E. Cluff, B.A.	Pt. II, Girls.
Miss M. R. Elliott	I Form, Girls.
Miss Eliza Bolton,	Kindergarten Directress.
Miss A. H. Baker	Kindergarten Assistant.
J. S. Harterre	Instructor : Manual Training.
Roy F. Fleming	Instructor : Art.
Miss C. E. Green	Instructor : Household Economics.
T. A. Brown	Instructor : Music.
C. Emery	Instructor : Physical Culture.
J. M. Fleury	Instructor : French.

Number of pupils, 1916	396
Number of Kindergarten pupils, 1916	52
Total	448

V. Normal School, Peterborough

Staff, January, 1917

Duncan Walker, B.A.	Principal : Mathematics.
Henry G. Park, B.A., D. Pæd	Master : Science of Education and English.
Miss Muriel G. Oakley	Master : English.
W. I. Chisholm, M.A.	Master : Science.
Elmer E. Ingall, B.A.	Master : English.
A. F. Hagerman	Instructor : Manual Training.
Miss Jessie C. McRae	Instructor : Art.
Miss Edna Ferguson	Instructor : Household Economics.
Miss Marion R. Rannie	Instructor : Music and Physical Culture.
John A. McKone	Instructor : Writing.

Students admitted, Session 1916-1917

Male	15
Female	161
Total	176

VI. Normal School, Stratford

Staff, January, 1917

S. Silcox, B.A., D.Pæd	Principal:	Science of Education, Hygiene and Spelling.
J. W. Emery, B.A., D. Pæd	Master:	Science, Nature Study and Agriculture.
J. D. Campbell, B.A.	Master:	Mathematics, History of Education, History.
* H. V. Pickering, M.A., Ph.D	Master:	
H. G. Martyn, B.A.	Master:	Grammar, Literature and Reading.
V. K. Greer, M.A.	Master:	Composition, Geography, School Management.
Sugden Pickles	Instructor:	Manual Training.
Mrs. Helen Mayberry	Instructor:	Art.
Miss A. Neville	Instructor:	Household Economics.
J. Bottomley, A.R.C.O.	Instructor:	Music.
Miss E. M. Cottle	Instructor:	Physical Culture, Writing, and Bookkeeping.

* Leave of absence granted to accept a commission as Lieutenant in 110th Perth Battalion for Overseas Service, Dec. 17th, 1915.

Students admitted, Session 1916-1917

Male	23
Female	140
Total	163

VII. Normal School, Toronto

1. Staff, January, 1917

Wm. Scott, B.A.	Principal:	History of Education and School Management.
Wm. Prendergast, B.A., B.Pæd	Master:	Mathematics and English.
David Whyte, B.A.	Master:	Science.
R. H. Walks, B.A	Master:	English.
S. J. Keyes, B.A., B.Pæd.	Master:	Science of Education and Reading.
R. W. Murray (on leave, Mr. Stubbs acting)		
S. J. Stubbs, B.A.	Master:	Grammar and Geography.
Miss Mary E. Macintyre	Instructor:	Kindergarten Principles.
Miss Ellen Cody	Instructor:	Kindergarten Assistant.
Jas. H. Wilkinson	Instructor:	Manual Training.
Miss A. Auta Powell	Instructor:	Art.
Miss Nina A. Ewing	Instructor:	Household Economics.
Mrs. Emma Macbeth (on leave, Miss Lean acting)		
Miss M. Lean	Instructor:	Needlework.
A. T. Cringan, Mus. Bac	Instructor:	Music.
Miss Miriam Thompson	Pianist.	
Mrs. Jean Somers	Instructor:	Calisthenics.
Capt. E. H. Price, S. of M	Instructor:	Drill.
A. F. Hare	Instructor:	Writing.
Mrs. M. W. Brown	Instructor:	Reading.

Students admitted, Session, 1916-1917

Male	24	
Female	212	
		236
Kindergarten—Primary Students	27	
Total		263

2. Staff of Normal Model School, Toronto, January, 1917

Milton A. Sorsoleil, B.A.	Acting Head Master.
Miss M. Meehan (on leave, Miss Caulfeild acting)	
Miss M. K. Caulfeild	First Female Assistant.
J. T. Mustard	First Male Assistant.
Mrs. L. Spence	Assistant.
Francis M. McCordic	Assistant.
Miss A. F. Laven	Assistant.
John E. Montgomery	Assistant.

Miss C. E. Kniseley ..... Assistant.
Miss Isabella Richardson ..... Assistant.
Miss Alice A. Harding ..... Assistant.
Miss Lilian B. Harding ..... Kindergarten-Primary.
Miss Mary E. Macintyre ..... Kindergarten Directress.
Miss Ellen Cody ..... Kindergarten Assistant.
Jas. H. Wilkinson ..... Instructor: Manual Training.
Miss A. Auta Powell ..... Instructor: Art.
Miss Nina A. Ewing ..... Instructor: Household Economics.
Mrs. Emma Macbeth (on leave, Miss Lean acting)
Miss M. Lean ..... Instructor: Needlework.
A. T. Cringan, Mus. Bac. ..... Instructor: Music.
Miss Miriam Thompson ..... Pianist.
Mrs. Jean Somers ..... Instructor: Calisthenics.
Capt. E. H. Price, S. of M ..... Instructor: Drill.
Mrs. G. de Lestard ..... Instructor: French.

Number of pupils in 1916	487
Number of Kindergarten pupils in 1916	36
Total	523

VIII. Summary of Attendance at the Normal Schools

Normal Schools	Total attendance	Male students	Female students
Hamilton	192	19	173
London	189	26	163
North Bay	125	18	107
Ottawa	185	12	173
Peterborough	176	15	161
Stratford	163	23	140
Toronto	236	24	212
Totals	1,266	137	1,129

[1] Kindergarten-Primary students, Toronto 27

NOTE.—A Model School is also conducted in the North Bay Normal School building.

APPENDIX W

ONTARIO SCHOOL FOR THE DEAF

ANNUAL REPORT OF THE SUPERINTENDENT

To the Honourable R. A. Pyne, M.D., LL.D., M.P.P.,
Minister of Education for Ontario:

Sir,—In presenting to you the annual report of the Ontario School for the Deaf for the year ending October 31st, 1916, I am pleased to state that the work of the School for the year just ended has been quite satisfactory, war conditions considered.

The Attendance

During the session, 1915-16, the attendance reached the highest total in years, if not in the history of the school, being in December 275, consisting of 143 boys and 132 girls. Owing to various causes this attendance fell off during the remaining months of the session and school closed in June with only 259 pupils on the roll. The chief causes for this were the sending home of our senior class on account of two teachers enlisting for active service, and the returning home of a number of pupils on account of illness. During the vacation a number of pupils, unable to make sufficient progress to warrant keeping them longer, were written off and their parents advised to put them to work. In addition to these, a number of others who should have returned to school were, on account of the scarcity of help and the high wages prevailing in all callings, not returned to school and the session opened with an attendance of 245 pupils, 122 boys and 123 girls. This number has increased since the opening and it is expected the average for the year will be about 250 pupils.

The Expenditure

During the year just closed, as in previous years, the expenditure has been closely watched. We did not hope to keep it down to the level of that of former years on account of the well known advance in the prices of all supplies and, as expected, the aggregate is considerably over that of the previous year. With existing conditions no other result was possible without impairing the efficiency of the work, which would have been a serious mistake. If any assurance is required of the care exercised in all departments it may be had from a comparison of the Bursar's analyzed statement of the year 1916 with those of previous years, and this purpose may be best served by comparing the weekly cost per pupil for 1916 with that for 1905, a year antedating the improvements which have been since effected, such as new buildings with consequent increase in fuel, light, service, etc., the enlarging of the staff to obtain greater efficiency by smaller classes and more individual work, the introduction of the oral method, and the more and better school equipment required for a higher standard of work, all of which were necessarily attended with additional outlay. Of the nineteen headings under which

this expenditure is analyzed, three remain unchanged, ten show decreases while only six show increases. The six headings showing increases are butcher's meat, butter and milk, fruit and vegetables, books and apparatus, fuel, and salaries and wages, and these when examined individually will show either greatly increased prices or improvement in service, or both. The average contract price of butcher's meat in 1905 was $5.71 per cwt., and that in 1916 was $12.75, showing an increase of 123 per cent. The average price of butter in 1905 was 22½c. per lb., and in 1916 it was 33c., showing an increase of 46 per cent. In the case of fuel there was paid out of the 1916 appropriation a deficit that was left over from 1915 and in view of the possible coal shortage an extra supply was provided for 1917 and there was also an increase in the cost per ton as well. Under the heading of salaries and wages for 1916 are included extraordinary amounts on account of the war and illness of members of the staff. In January, four of our staff enlisted and their salaries were continued throughout the year. About the same time two of our teachers became ill and were off duty for some time and substitutes had to be provided. The amount thus paid was $2,978.12 and if this be deducted from the total it will reduce the weekly cost of this item for 1916 to $2.50, an increase of only 17.8 per cent. over that of 1910, which, when conditions are considered, is very moderate indeed. The other headings will similarly show uncontrollable advances in cost or ample justification by the quality of service. There has been in addition a very considerable increase in salaries, the standard having been raised from time to time in conformity with the general increase throughout the country.

Comparison of Weekly Cost per Pupil for the Years 1905 and 1916 as per Bursar's Statements

	1905.	1916.
Medical Department	$0.03	$0.01
Butcher's meat	.27	.34
Flour	.12	.12
Butter and milk	.21	.34
General groceries	.23	.23
Fruit and vegetables	.07	.11
Bedding and clothing	.06	.04
Fuel	.58	.93
Light	.08	.06
Laundry	.07	.07
Books and apparatus	.04	.08
Printing, postage, etc.	.08	.03
Furniture	.06	.02
Farm	.09	.06
Repairs	.10	.05
Sewage Works	.03	.01
Water	.08	.07
Miscellaneous	.10	.08
Salaries and wages	2.12	2.72
Total	$4.42	$5.37

The conditions that have caused the increase in expenditure during the year covered by this report, continue to be in operation in the same direction to an even greater degree, so that the outlays for the coming year will inevitably require additional appropriations. In this connection I would respectfully submit that it is only fair, in view of the high cost of living and the abundant prosperity of the country, that our staff be given increases in salaries sufficient to at least partially offset the enhanced cost of living.

The Work of the Session

The session of 1915-16 was an uneventful one in most regards, so that there is little that calls for comment or is worthy of record. The most important occurrences, so far as it affected our school, were connected with the great world-war, which seems to touch so intimately every phase of life and every possible human interest. In February, two of our teachers, Mr. Ingram and Mr. Pratt, enlisted, also Mr. Parks, our instructor in carpentry. These vacancies in our teaching staff it was impossible to fill at the time, so it was necessary to send home our High School class, much to our regret and theirs. These conditions were further aggravated by the absence for several weeks, through illness, of two of our teachers, and it was with difficulty that their places were temporarily filled. For it must be remembered that we have no reserve of qualified teachers to draw from, as is the case in hearing schools, for even an experienced and successful Public or High School teacher requires several years of training before becoming a competent teacher of the deaf. One teacher who enlisted was also the instructor in manual training, so, as a substitute could not be found, this department of our work has been temporarily discontinued. The place of the carpenter has, for the time being, been taken by his father, who is a skilled mechanic. In addition to those named above, our messenger, Fred White, enlisted and is now at the front. Despite these several drawbacks very good work was done throughout the session, and the record for the year was, in most respects, quite up to the standard of previous years.

Our High School Entrance Class last year was the smallest that we have yet had. It consisted of only five pupils, four of whom were successful, one getting an average of over eighty per cent. Three of these have returned and are taking advanced work. At the present time we have two entrance classes, a manual class of seven pupils, and an oral class of twelve. The latter, on the average, are considerably younger than the members of any previous class, but we are hopeful that a fair proportion of them, as well as of the manual pupils, who are older, will be successful in passing the Entrance Examination.

This session we are trying out with two of our beginning classes the Montessori method, modified and adapted to the condition and needs of deaf pupils, but it is too soon as yet to judge as to its suitability to the deaf.

In October, we were favoured with a visit from the Public School teachers of Kingston and Frontenac, to the number of about one hundred and fifty. They spent several hours at the school, seeing as much of our work as was possible in the limited time at their disposal. It is needless to say that they were deeply interested in our methods of instruction here, and surprised at the results attained with pupils handicapped by the loss of their hearing. They were especially pleased with the co-ordination of academic education and industrial training carried on here, with its effective working out in a high degree of mental development and technical skill, and the consequent preparation of the pupils for earning a competent livelihood when they leave school. This sentiment was well expressed by Mr. Stuart, Public School Inspector for Kingston. After expressing the gratitude they all felt for the reception given them and their gratification at what they had witnessed, he said that before they had left Kingston they had been told that they would, of course, have a good time, but would not learn anything of practical value. The first statement was true, for they certainly had had a good time. But the second prediction was far astray, for they had all received not

only a great inspiration, but much definite instruction as well. One thing, especially, had impressed him. The children here are handicapped by being deprived of their hearing, yet in such a school as this the pupils have many advantages over and above what hearing children have, because they get an industrial training in addition to the regular school instruction. In future, even in schools for normal children, pupils should get a training that would enable them to make a living. At the present the pupils are allowed to drift out of school with a very inadequate preparation for any vocation in life, and he hoped to see the time when this would cease to be.

Such visits as these from men and women who are themselves engaged in educational work are productive of good in many ways and are to be encouraged. They stimulate our own pupils and staff. They give some degree of inspiration and helpfulness to the visitors, in a way thus happily expressed by Rev. Dr. Baker, Principal of Albert College, who was present as a guest. The previous speakers, he said, had spoken of learning something. He thought they had learned something, and when they went back to their schools they would take hold again of that dull boy, whom they had set aside and try to make something of him. They, as teachers, should pay special attention to the boy or girl who is handicapped in any way, who has great difficulties to contend with. And lastly, they create an interest in the deaf among all the visiting teachers, some of whom may be the means of having some deaf child sent to school here, who might otherwise have been left uneducated. We might add that the visitors showed their appreciation of what they had seen, and the warm interest aroused, by subsribing for one year for some sixteen or eighteen magazines and other periodicals suitable for boys and girls, for which we wish hereby to place on record our sincere and hearty thanks.

Lip Reading for Deaf Soldiers

During the vacation Miss Deannard was sent to Boston to take a special course for the teaching of lip-reading to adult deaf with a view of teaching it to any soldiers returning from the war incapacitated by deafness. Fifteen of our teachers have since been instructed in this method and the school is now prepared to render any assistance that the Hospital Commission may require in this way.

Appended hereto will be found the reports of Mr. H. J. Clarke, official examiner and Dr. Boyce, the attending physician.

I have again to express my appreciation of the work of the staff, every member of which has been faithful to the best interests of the pupils and to again thank you, sir, and Dr. Colquhoun for the courtesy and assistance given us at all times.

I have the honour to be,

Sir,

Your obedient servant,

C. B. Coughlin,

Superintendent.

Belleville, October 31st, 1916.

PHYSICIAN'S REPORT

The Honourable R. A. Pyne, M.D., LL.D.,

Minister of Education for Ontario:

Sir,—In making my report on the health conditions of the Ontario School for the Deaf for the past year I regret to say that we had a good deal of sickness, some of a very serious form.

In the early part of the session we usually have a good many children ailing in various ways. The splendid sanitary conditions and healthful environment that prevail here, and the careful supervision and regulation of habits of life soon work improvement in the general health of these children.

Realizing the importance of preventing the development of infectious diseases where such a large number of children are congregated, careful and earnest attention is given at the beginning of every school term, that nothing be left undone to prevent it. The children, their clothing, trunks, etc., are carefully examined, and as much information obtained regarding the health conditions of their homes as possible. Notwithstanding our best endeavours we continue to have from time to time epidemics of sickness.

In the month of December, 1915, we had three cases of typhoid fever, all being severely sick but eventually recovering. During the convalescing stage, one patient, Annie Walters, developed pulmonary trouble and she returned home where she afterwards died. The water supply, while not being absolutely pure, was considered safe to use, but as a precaution was boiled previous to using. Blood tests were made of all the pupils, the attendants and officers with the result that several gave the typhoid reaction and means were adopted to prevent any further spread of the disease. The three cases mentioned were all we had.

In January, we had a regular epidemic of lagrippe. A great many cases were down with it, confined to bed for a few days and taxing the capacity of the hospital. The individual cases were usually of short duration and mild, and generally free from complications. Only two cases of pneumonia resulted but they recovered in the ordinary time.

At about this time we had two very severe and dangerous cases of appendicitis and two mild cases, the latter quickly recovering. The severe cases were Gladys Blais and John Narrie. They were operated on at Belleville General Hospital, and, after a long and dangerous sickness accompanied with much suppuration, recovered. These were the only cases of appendicitis that have occurred at this school in many years.

In January and February we had chicken-pox. These cases required only ordinary care and good nursing with confinement to bed. We had not very many cases as many of the children were rendered immune by previously having had the disease.

In the latter part of the session measles broke out in the school. At this time it was epidemic throughout most of the Province. For a long time the children were detained from leaving the school and going into the town, with the object of avoiding any contact that might start an epidemic, but eventually it broke out and we had sixty-four cases. Some were severely sick, a number with broncho-pneumonia, and some of the pupils not naturally robust remained anaemic and debilitated for some time. Generally, however, the type of the disease was mild. The large number of cases made it necessary to use some of the

dormitories, the hospital being inadequate. At the close of school some of the measles cases were still in quarantine and were obliged to remain some time after the others had returned home.

These epidemics just reported on, constituted in the main the sickness that prevailed during the past year.

Individual cases crop up from time to time and are always to be expected in a school of over 250 pupils. Functional and dietetic disorders are not uncommon. Minor accidents occur occasionally. Constitutional and hereditary tendencies have to be combated. The good living and systematic regulation of all the habits of life, abundance of fresh air, proper attention to ventilation and regular exercise such as exist here, lay a foundation for a healthy and vigorous future.

Among the officers, teachers and employees there has been little serious sickness. Mr. Minns, the boys' supervisor, was down with pneumonia but made a good recovery.

At the opening of the present term we had a number of children with general debility and malnutrition but they quickly showed marked improvement, and at present the general health in the school is satisfactory.

I have the honour to be,

Sir,

Your obedient servant,

W. W. Boyce, M.B.,
Attending Physician.

Belleville, November 1st, 1916.

LITERARY EXAMINER'S REPORT

To the Honourable R. A. Pyne, M.D., LL.D.,
Minister of Education for Ontario:

Sir,—In accordance with your instructions, I have inspected the Literary Classes at "The Ontario School for the Deaf," and I beg to submit my report for your consideration. The inspection was made on April 4, 5, 6, 7, 10 and 11.

This School naturally divides itself into two sections, the Oral and the Manual Departments, and while the Course is as nearly as may be the same, there are differences that will appear as I proceed.

The Oral Department has a Course of Study covering nine regular grades and a preparatory grade. (Some of these grades are not represented in the Manual Department.) The Oral Department for purposes of supervision is again graded as Junior and Senior Oral. In the Senior Oral Department the Course of Study conforms very closely to that in the Public Schools. As the great problem is to develop language, this subject is stressed throughout the whole course, and especially so in the junior grades, for it must be kept in mind that these children come to school as a rule without a word to express their ideas. It will not be necessary to outline the work covered in the senior grades, suffice it to say that for two years now this school has had pupils who attained to the standard of Junior High School Entrance, and demonstrated the fact by passing a very creditable examination. I will, however, outline briefly the work covered

in the Junior Oral Department, and this will give you a fair idea of the thoroughness of the whole course.

In the Preparatory Grade, the work is largely sense-training to develop powers of attention, observation and imitation, through the cultivation of sight and touch, by exercises in motion, form, colour and number, and simple games. Form is taught by stick and splint laying, etc. These little tots learn to recognize small numbers, but no attempt is made to teach them the combinations at this stage. They are given frequent breathing exercises, and speech-work and speech-reading is begun. They learn to make the elementary sounds, they also learn to speak and lip-read about 70 names of common objects, 15 verbs, the personal pronouns, and the numerals to 10, and in addition, their names and those of their classmates and several commands. They spend one hour a week at manual training.

Grade I

Language, oral and written.

Preparatory work is reviewed. The vocabulary is enlarged by about 275 new nouns, 60 adjectives, 75 verbs used in the past and future tenses and in both the positive and negative forms, the numerals to 100, the personal pronouns in both numbers and all cases, the articles, commoner prepositions, the use of interrogative forms, the use of sentence forms with the verb intransitive or transitive, and compound sentences. Conversational phrases are stressed. Time phrases and calendar work is taken, also journal work and letter-writing. In numbers, the combinations to 10 are taught. The pupils get constant drill in articulation and speech-reading, and frequent lessons in the reading of short stories from charts.

Grade II

Review all the work of Grade One. Teach prepositional phrases and the rest of the commonly occurring prepositions; extend vocabulary by the names of birds, animals and their young, furniture, etc.; the use of "ask and tell." Original work such as journals, topics, letters, etc. All written work to be done on the five slates. Story work is extended by simple dramatization. In number, the combinations to twenty are taught, and addition and subtraction are begun. Daily drill is given in speech and speech-reading. Manual training for one hour per week.

Grade III

Here the vocabulary is again enriched by the names of the various occupations and trades, the use of "so, why, when, etc.," all the forms of "ask and tell," the present and past progressive forms of the verb, "saw and heard" with the participle, etc. Compositions on topics and picture descriptions are also taken. In Arithmetic, addition and subtraction are further taught, and the multiplication table to six times twelve. Geography is begun.

This completes the work of the Junior Orals, and when it is remembered that these children have only what the teacher gives them, I think you will agree that this is a pretty full course. As I said before, the rest of the course follows very closely the Public School Course of Study, with a strong emphasis on language.

I visited every class and was delighted with the progress evident since my last inspection. Coming here as I have for a number of years as examiner, I am able to see the improvements that could not be evident to anyone who was visiting for the first time, but I am confident that any examiner would at once see that

the classes have been well and carefully taught. The work of inspection becomes each year more like that of an ordinary school, possibly because I am more familiar with the work, but this is not the whole reason, for the school is certainly advancing rapidly, and the special students of this branch of our educational problem in Ontario have beyond question made great progress in the last few years.

Early in the school year the organization was improved by the addition of three young ladies who are doing satisfactory work. They are all three university graduates, and with a little more experience in this work should add materially to the strength of the staff. At present, the organization is somewhat disarranged by the fact that two of the staff, Mr. Ingram and Mr. Pratt, have answered their country's call and are in khaki ready to do their duty in her defence. During the year, Miss James was incapacitated by reason of illness and one of the recent graduates, Miss Evelyn Hazlitt, is supplying in her absence and her work is apparently good.

The discipline is, as far as my observations and inquiries can indicate, of a high order. The unanimous statement of those I have interviewed in the matter, is that there is no trouble with discipline. I have yet to see any case requiring serious consideration, and I have seen a good deal of these pupils, both in school and at play.

In a staff as efficient as is this, it would not be well to mention individual classes, although I am tempted to do so for some of them did work that pleased me very much, but then they all do remarkably well. I do wish, however, to mention the fact that the answers I was able to get in the classes of the senior grades, both Orals and Manuals, show the advantages that are accruing to these pupils from the reading they are doing outside of the school room. Several of the upper grades read with interest works in English Literature, and the result is seen in their increasing ability to use language.

I have taken fairly full inspection notes, but owing to the fact that there will be a final test in many of the classes at the close of the term, I did not make my inspection of the nature of a written examination, to which definite values in percentages might be attached, but I am quite sure that I have a fair opinion of the nature of the work being done, to me more satisfactory than a written test, and I have no hesitation in saying that the good work of former years is being maintained, and that the general average is higher than I have found it in former years.

The Entrance Class this year is smaller than former classes, but they are working hard to equal the record of former classes.

In concluding this report, I wish to thank the Superintendent, officers and staff for their kindness and courtesy to me while in the discharge of my official duties. Every opportunity was given me to look into the work of the school as I deemed best, and I hope my six days spent among the classes have been of profit to the school.

I have the honour to be,

Sir,

Your obedient servant,

H. J. Clarke, B.A.,
Literary Examiner.

Belleville, April 12th, 1916.

Officers of the School

C. B. Coughlin, M.D. ..... Superintendent.
J. W. Pearce ..... Bursar.
W. W. Boyce, M.D. ..... Physician.
Miss E. A. Willoughby ..... Matron.
Miss J. C. Bradley ..... Domestic Science Teacher and Assistant Matron.

Teachers

Manual	Oral
Miss G. Linn, Supervising Teacher, Manual Department.	W. J. Campbell, Supervising Teacher, Senior Oral Department.
D. R. Coleman, M.A.	Miss C. Ford, Supervising Teacher, Junior Oral Department.
Mrs. Sylvia L. Balis.	Geo. F. Stewart.
Miss Ada James.	Miss S. Templeton.
Miss Mary Bull.	Miss L. Deannard.
Miss Nina Brown.	Miss C. Haynes.
	Miss I. B. Palen.
	Miss B. Rierdon.
	Miss F. Cross.
	Miss I. Aherne, B.A.
	Miss W. Armstrong, B.A.
	Miss E. Panter, B.A.
	Miss M. Wheeler.
	Miss S. Keating.
	Miss F. Curry.
	Miss M. Hitchcox.

Domestic Science ..... Miss J. C. Bradley.
Fancy Work ..... Miss M. Bull.

Miss I. McBride ..... Clerk.
Miss C. Coombe ..... Trained Nurse.
Mrs. L. G. Williams ..... Teacher of Sewing.
Wm. Nurse ..... Storekeeper and Assistant Supervisor of Boys.
W. S. Minns ..... Supervisor of Boys.
Chas. R. Ford ..... Printer and Instructor in Printing.
A. Morrice ..... Shoemaker and Instructor in Shoemaking.
J. Boyd ..... Baker and Instructor in Baking.
W. E. Parks ..... Carpenter and Instructor in Carpentering.
C. J. Peppin ..... Engineer.

Number of Pupils in Attendance each Official Year since the Opening of the School

	Male	Female	Total
From October 27th, 1870, to September 30th, 1871	64	36	100
" " 1st, 1871, " 1872	97	52	149
" " 1872, " 1873	130	63	193
" " 1873, " 1874	145	76	221
" " 1874, " 1875	155	83	238
" " 1875, " 1876	160	96	256
" " 1876, " 1877	167	104	271
" " 1877, " 1878	166	111	277
" " 1878, " 1879	164	105	269
" " 1879, " 1880	162	119	281
" " 1880, " 1881	164	132	296
" " 1881, " 1882	165	138	303
" " 1882, " 1883	158	135	293
" " 1883, " 1884	156	130	286
" " 1884, " 1885	168	116	284
" " 1885, " 1886	161	112	273
" " 1886, " 1887	151	113	264
" " 1887, " 1888	156	109	265
" " 1888, " 1889	153	121	274
" " 1889, " 1890	159	132	291
" " 1890, " 1891	166	130	296
" " 1891, " 1892	158	127	285
" " 1892, " 1893	162	136	298
" " 1893, " 1894	158	137	295
" " 1894, " 1895	160	135	295
" " 1895, " 1896	173	137	310
" " 1896, " 1897	164	128	292
" " 1897, " 1898	167	138	305
" " 1898, " 1899	161	132	293
" " 1899, " 1900	152	130	282
" " 1900, " 1901	157	143	300
" " 1901, " 1902	147	141	288
" " 1902, " 1903	140	143	283
" " 1903, " 1904	137	134	271
" " 1904, " 1905	130	138	268
" " 1905, " 1906	116	143	259
" " 1906, " 1907	126	145	271
" " 1907, " 1908	133	143	276
" " 1908, to October 31st, 1909	130	151	281
" November 1st, 1909, " 1910	143	149	292
" " 1910, " 1911	138	143	281
" " 1911, " 1912	135	126	261
" " 1912, " 1913	139	129	268
" " 1913, " 1914	152	144	296
" " 1914, " 1915	156	160	316
" " 1915, " 1916	158	152	310

List of Pupils in the Ontario School for the Deaf for the Year ending October 31st, 1916

County, Etc.	P.O. Address.
Algoma District:	
Broad, Russell	Sault Ste. Marie.
Donovan, Ellen	Steelton.
Matheson, Beatrice	Sault Ste. Marie.
Parr, Joseph	Sault Ste. Marie.
Sinclair, Blanche	Sault Ste. Marie.
Toppazzini, Albert	O'Donnell.
Alberta, Province of:	
Nouak, Nick	Calgary.
Pierce, Gordon	Chauvin.
Talbot, Hartley	Calgary.
Addington:	
Hirons, George	Enterprise.

List of Pupils in the Ontario School for the Deaf—Continued.

County, Etc.	P.O. Address.
British Columbia, Province of:	
Moreland, Jack	Summerland.
Brant:	
Moosian, Sophie	Brantford.
Moors, Grace	St. George.
Moors, Beatrice	St. George.
McKenzie, Robert	Harley.
Reid, James	Brantford.
Stegmeir, May	Brantford.
Tate, Mary	Brantford.
VanSickle, Lara	Cainsville.
Bruce:	
Baker, John	Southampton.
Ballagh, Edith	Teeswater.
Crowe, Robert	Dobbinton.
Damm, William	Walkerton.
Green, James	Chesley.
Keyes, May	Hepworth.
McKee, Carl	Pinkerton.
McKee, Maud	Pinkerton.
Rourke, Melville	Tara.
Ross, Lauredith	Teeswater.
Voisin, John	Formosa.
Carleton:	
Brigham, Thomas	Ottawa.
Blanchard, Victor	Cumming's Bridge
Cocker, Edward	Ottawa.
Dallaire, Romeo	Ottawa.
Dunn, John	Ottawa.
Delinelle, Victor	Ottawa.
Delinelle, Lauretta	Ottawa.
Huband, Gerald	Ottawa.
Pallesteur, Louis	Ottawa.
Pittaway, Audrey	Ottawa.
Pommerville, Eva	Ottawa.
Radmore, Frank	Ottawa.
Savard, Paul	Cumming's Bridge
Towns, Dora	Laurentian View.
Dundas:	
Beckett, Sam	Chesterville.
Ford, Clarice	Mountain.
Dufferin:	
Bell, George	Riverview.
Boyle, Lizzie	Waldemar.
Middleton, Helen	Shelburne.
Smith, Gordon	Riverview.
Durham:	
Brittain, Marjorie	Port Hope.
Essex:	
Bennie, James	Leamington.
Fairful, Maisie	Leamington.
Kerr, Avis	Elmstead.
Penprase, Alfred	Elmstead.
Payne, Eddie	Walkerville.
Watkins, Hazel	Windsor.

County, Etc.	P.O. Address.
Elgin:	
Caves, Jessie	St. Thomas.
Gwalter, Harry	St. Thomas.
Gwalter, Fred	St. Thomas.
Hammond, Catherine	St. Thomas.
Henderson, Gordon	St. Thomas.
Paul, Edward	St. Thomas.
Penny, Daisy	St. Thomas.
Frontenac:	
Charleton, Archie	Kingston.
Gilmour, Maud	Kingston.
Grey:	
Brown, Thomas	Markdale.
Brown, Alma	Markdale.
Kinsman, Mary	Proton.
Locke, Beth	Owen Sound.
Wilson, Beulah	Markdale.
Wilson, Elsie	Markdale.
Haldimand:	
Buckley, Lawrence	Cheapside.
Duxbury, Oral	Cheapside.
Forrester, Asa	Dunnville.
Foster, Dorothy	Dunnville.
Foster, Sylvia	Dunnville.
Rozell, Willie	Canboro.
Sherk, Clara	South Cayuga.
Halton:	
Kenney, Francis	Acton.
Sellers, Nancy	Milton West.
Hastings:	
Allore, Francis	Bogart.
Doughty, Mary	Eldorado.
Eager, Mary	Belleville.
Ingram, Nellie	Faraday.
Jones, Mabel	Belleville.
Johnston, Mary	Belleville.
Jaynes, Perry	Marysville.
McAdam, Wesley	Marlbank.
Narrie, John	Marmora.
Shaw, Vera	Hastings.
Ward, Albert	Stirling.
Waldron, Arthur	Trenton.
Whalen, Mary	Point Anne.
Huron:	
Balkwill, Clara	Exeter.
Colclough, Lorne	Clinton.
Cole, Jean	Clinton.
Cole, Melvin	Clinton.
Doubledee, Lena	Wroxeter.
Laporte, Dennis	Zurich.
Montgomery, Elsie	Wingham.
Marshall, John	Hensall.
Marshall, Russell	Hensall.
Steepe, Phoebe	Goderich.
Simmons, Luella	Gorrie.
Wiggins, Parkie	Dungannon.

List of Pupils in the Ontario School for the Deaf—Continued.

County, Etc.	P.O. Address.
Kent:	
Adkin, James	Bothwell.
Brewer, Blanche	Bothwell.
Christian, Gertrude	Wallaceburg.
Dubois, Madeline	Wallaceburg.
Goodison, Ada	Coatsworth.
Healey, Dorothy	Wheatley.
Julien, Joseph	Wheatley.
Meredith, Stella	Thamesville.
Toulouse, John	Chatham.
Lambton:	
Batty, Blanche	Sarnia.
Chenney, Roy	Petrolia.
Johnston, Olive	Sarnia.
Jackson, Leone	Oil Springs.
Jackson, Myrel	Oil Springs.
Leckie, Elsie	Sarnia.
Leckie, Alice	Sarnia.
Leckie, Alma	Sarnia.
McKenzie, Earl	Florence.
McKenzie, Flora	Florence.
McKenzie, Clarence	Florence.
Squire, Edith	Wyoming.
Stewardson, Law'nce	Forest.
Watson, Vern	Watford.
Wark, Jean	Wyoming.
Lanark:	
Hughes, Ernest	Carleton Place.
Leggett, Gordon	Perth.
McLaren, Mary	Smith's Falls.
McLaren, Rachel	Smith's Falls.
Rathwell, Charles	Perth.
Wenzel, Doris	Lanark.
Lincoln:	
McMillan, Duncan	St. Catharines.
Thornton, Lloyd	Vineland Station.
Watson, Bert	St. Catharines.
Leeds:	
Bishop, Ethel	Gananoque.
Quinn Carman	Brockville.
Swayne, Robert	Athens.
Middlesex:	
Garrett, Gladys	Granton.
Humphrey, Hazel	London.
Hodgins, Mary	London.
Hodgins, Sadie	London.
Hodgins, Albert	London.
McMurray, Mirton	Belton.
Steele, Annie	London.
Suddy, Fred	London.
Muskoka District:	
Johnston, Ella	Utterson.
Northumberland:	
Ball, Glen	Baltimore.
Ball, Lisgar	Baltimore.
Shannon, Lenna	Brighton.

County, Etc.	P.O. Address.
Nipissing District:	
Audet, Alcide	Cobalt.
Brown, Annie	Galston.
Dorschner, Charles	Mattawa.
Legault, Clarida	Sturgeon Falls.
Rodhy, Theodore	North Bay.
Whalen, Loretta	Hill View.
Whalen, Mary	Hill View.
Slotnik, Louis	Englehart.
Norfolk:	
Davis, Florence	Simcoe.
Oxford:	
Abrey, Irene	Drumbo.
Groves, Russell	Ingersoll.
Illes, Hazel	Ingersoll.
Wagester, Walter	Tavistock.
Youngs, Cyrus	Embro.
Youngs, Stanley	Embro.
Ontario:	
Benns, Charles	Claremont.
Lappin, Leo	Atherley.
Lott, Reata	Oshawa.
Maynard, John	Uxbridge.
Wilton, Lesley	Claremont.
Prince Edward:	
Harris, Mary	Picton.
Perth:	
Eickemeyer, Norman	Monkton.
Kaufman, Margaret	Palmerston.
Miller, William	Tavistock.
McIntyre, Ross	Munro.
Parry Sound District:	
Bagby, Florence	Katrine Station.
Blais, Gladys	Burk's Falls.
Peel:	
Davey, John	Nortonville.
McVean, Archibald	Malton.
McLeish, Marjorie	Caledon.
Prescott and Russell:	
McDougall, Elsie	South Indian.
McDougall, Peter	South Indian.
Peterborough:	
Meyett, Joseph	Peterborough.
Meyett, Charles	Peterborough.
McBrien, Elwood	Peterborough.
McMillan, Nellie	Havelock.
McMillan, Ena	Havelock.
Yerrow, Bruce	Peterborough.
Renfrew:	
Dallaire, Ambrose	Perrault.
Dick, Alton	Renfrew.
Gervais, Virgine	Camel Chute.
Garvin, Jean	Arnprior.

List of Pupils in the Ontario School for the Deaf—Continued.

County, Etc.	P.O. Address.
Renfrew—Continued.	
Hunter, George	Matawatchan.
Hunter, Raymond	Matawatchan.
Hunter, Clifford	Matawatchan.
Schneider, Leonard	Pembroke.
Schneider, Albert	Pembroke.
Schneider, Milton	Pembroke.
Sleeth, Gordon	Douglas.
Teepel, Emma	Khartum.
Whyte, Belle	Arnprior.
Saskatchewan, Province of:	
Banks, Maurice	Hazenmore.
Simcoe:	
Bowen, Roy	Cookstown.
Godfrey, Mabel	Orillia.
Gallinger, Edith	Lisle.
Hall, Ewart	Midland.
Kelcey, Lillian	Barrie.
Rivet, Douglas	Midland.
St. Amant, Herman	Penetanguishene.
Sloan, Harry	Churchill.
Tudhope, Catherine	Orillia.
Wheat, Dorothy	Midland.
Wright, Elsie	Orillia.
Stormont:	
Campbell, Mary	Avonmore.
Ingle, Agnes	Cornwall.
Sudbury District:	
Bealer, Frank	Copper Cliff.
Chenier, Leonard	Hanmer.
Cheviette, David	Hanmer.
Legrandeur, Victor	St. Charles.
Martel, Joseph	Sudbury.
Walters, Josephine	Sudbury.
Walters, Jack	Sudbury.
Thunder Bay District:	
Munro, Ada	Slate River Valley
Smith, Walter	Fort William.
Thompson, Jean	Fort William.
Victoria:	
Brandon, James	Kinmount.
Coulter, Caliph	Kirkfield.
Patrick, Nellie	Lindsay.
Western, Florence	
Wellington:	
Barbour, Clifford	Hillsburg.
Carter, Elizabeth	Guelph.
Johnston, Viola	Drayton.
Marshall, Jessie	Arthur.
McQueen, Mary	Guelph.

County, Etc.	P.O. Address.
Wentworth:	
Allen, Muriel	Hamilton.
Batstone, Jesse	Hamilton.
Bayliss, Hector	Hamilton.
Cooper, Martha	Dundas.
Casey, Margaret	Dundas.
Cronkhite, Vera	Hamilton.
Gorman, Walter	Hamilton.
Peel, Douglas	Bartonville.
Struble, Norman	Hamilton.
Tait, Harold	Hamilton.
Tait, William	Hamilton.
Webster, Elsie	Aldershot.
Welland:	
Caswell, Sylvia	Niagara Falls.
Farr, James	Marshville.
Waterloo:	
Brown, John	Kitchener.
Crosson, Jack	Galt.
Durrant, Evelyn	Breslau.
Golds, Charles	Kitchener.
Klinkman, Mary	New Hamburg.
Kube, Laura	Kitchener.
Maule, Rona	Galt.
Strong, Luella	Breslau.
York:	
Angelchick, Lena	Toronto.
Allen, Winnie	Toronto.
Buchan, John	Toronto.
Buchan, Lucy	Toronto.
Buchan, Caroline	Toronto.
Bournes, Greta	Toronto.
Bennett, Charles	Toronto.
Casey, Lillian	Toronto.
Dolby, Martha	Toronto.
Dickson, Violet	Toronto.
Davey, Charles	Toronto.
Davey, Norman	Toronto.
Egginton, Maud	Toronto.
Egginton, Gwendoline	Toronto.
Evans, Christopher	Toronto.
Goulding, Thomas	Toronto.
Goldman, Joseph	Toronto.
Hardy, Gladys	Toronto.
Leeder, Flora	Toronto.
Laforte, Augustine	Toronto.
Laughlin, Nellie	Toronto.
Marks, Jennie	Toronto.
Month, Harry	Toronto.
Maiola, Lorenzo	Toronto.
McCann, Grace	Toronto.
McGovern, William	Toronto.
Malinsky, Rosie	Toronto.
McCallum, Duncan	Strange.
Noakes, Oscar	Toronto.
Osborne, Iona	Toronto.

List of Pupils in the Ontario School for the Deaf—Continued.

County, Etc.	P.O. Address.
York—Continued.	
Powell, Marion	Toronto.
Pattillo, Lenore	Toronto.
Peirce, Frank	Toronto.
Patterson, Walter	Toronto.
Patterson, Lewis	Toronto.
Pack, Sydney	Toronto.
Patterson, William	Toronto.
Proctor, Leslie	Toronto.
Reading, Victor	Toronto.
Robinson, Charles	Toronto.
Roberts, Florence	Toronto.
Smith, Norma	Toronto.
Skarcovitz, Jack	Toronto.
Sole, Erna	Toronto.
Shidlowsky, Abie	Toronto.
Thomson, Anabel	Toronto.
Tate, James	Toronto.
Walker, Arthur	Toronto.
Willmott, Charles	Toronto.
Wraight, Lucy	Toronto.

Cost per Pupil, Ontario School for the Deaf

Year ending October 31st, 1916

Heading of Expenditure	1914-15			1915-16		
	Total expenditure year ending October 31st, 1915	Yearly cost per pupil October 31st, 1915	Weekly cost per pupil October 31st, 1915	Total expenditure year ending October 31st, 1916	Yearly cost per pupil October 31st, 1916	Weekly cost per pupil October 31st, 1916
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Medical department	202 94	0 74	0 01½	188 87	0 72	0 01
Butcher's meat, etc	4,497 76	16 26	0 30	4,655 45	17 63	0 34
Flour, bread, etc	1,594 60	5 77	0 11	1,595 32	6 04	0 12
Butter and milk	4,756 98	17 24	0 33	4,696 54	17 79	0 34
General groceries	2,915 99	10 57	0 21	3,106 15	11 77	0 23
Fruit and vegetables	1,151 66	4 18	0 08	1,441 82	5 46	0 11
Bedding and clothing	738 32	2 67	0 05	493 69	1 87	0 04
Fuel	8,997 91	32 61	0 63	12,822 60	48 57	0 93
Light	981 90	3 56	0 07	786 82	2 98	0 06
Laundry, etc	742 57	2 69	0 05	917 20	3 47	0 07
Books and apparatus	1,045 82	3 79	0 07½	1,107 44	4 19	0 08
Printing, etc	607 74	2 20	0 04½	536 43	2 03	0 03
Furniture, etc	1,050 08	3 80	0 07½	221 40	0 84	0 02
Farm	899 64	3 25	0 06	883 32	3 35	0 06
Repairs, ordinary	874 78	3 18	0 06	710 04	2 69	0 05
Water	900 00	3 26	0 06	900 00	3 41	0 07
Sewage	129 17	0 48	0 01	200 00	0 76	0 01
Miscellaneous	1,031 79	3 74	0 07	1,165 16	4 41	0 08
Salaries and Wages	35,709 19	129 38	2 49	37,404 25	141 68	2 72
	68,828 84	249 37	4 79	73,832 50	279 66	5 37

Average number of pupils, 1914-15, 276.
Annual cost per pupil, 1914-15, $249.37.
Weekly cost per pupil. 1941-15. $4.79.

Average number of pupils, 1915-16, 264.
Annual cost per pupil, 1915-16, $279.66.
Weekly cost per pupil, 1915-16, $5.37.

Certified correct.

J. W. PEARCE,
Bursar.

APPENDIX X

ONTARIO SCHOOL FOR THE BLIND

ANNUAL REPORT OF THE PRINCIPAL

To the Honourable R. A. Pyne, M.D., LL.D.,

Minister of Education for Ontario.

Sir,—I have the honour to transmit herewith the Forty-fifth Annual Report of the Ontario School for the Blind, Brantford, for the year ended 31st October, 1916.

I have the honour to be,

Sir,

Your obedient servant,

C. W. James,
Principal.

In presenting the forty-fifth annual report of the Ontario School for the Blind, I have first to announce the resignation of the former Principal, Mr. H. F. Gardiner, and my own appointment to reorganize the school along new lines with the view of endeavouring to provide more avenues of vocational training and to enlarge and improve those already taught so as to enable the blind students to fit themselves to qualify as useful wage-earning citizens.

Mr. Gardiner retired from the Ontario School for the Blind on the 31st of August, 1916. His resignation was prompted by a strong desire to return to those literary pursuits for which he is so well qualified. A forceful, ready, and versatile writer and speaker, endowed with vigorous health and possessed of a vast fund of useful knowledge acquired by long years of study and journalistic work, it is easy to predict for him many years of happiness in following those pathways which have always been to him a source of great pleasure.

Mr. Gardiner's letter of resignation, the Minister's reply thereto, together with his letter of farewell to students appear as an appendix to this report.

The Work of the School

I have to report an increase of three (from 109 to 112) in the average attendance for the session; also an increase in the total registration from 117 to 124. The registration of pupils during the twelve months of the official year from November 1st, 1915, to October 31st, 1916, was 143, eleven more than in the preceding official year.

Changes in Staff

On assuming official control on the first of September, 1916, I deemed it in the best interests of the school to make such changes in the staff as would best increase its efficiency. Miss K. Hanlon having resigned her position on the literary staff to get married, made it possible to secure the services of Miss C. P. Kavanagh, a former successful teacher of the blind here who had been forced to resign owing to illness. Mr. J. M. Maloney, a literary teacher, has been succeeded by Mr. W. J. Hickey, a Public School teacher of wide experience, and Miss Hilda Young, a graduate of Westminister College and the Toronto Conservatory School of Expression and Physical Culture has been added to the staff. Mr. D. T. Green, formerly supervisor of boys, has been succeeded by Sergt. G. S. Temple, a returned soldier. Sergt. James Gourley, also a returned soldier, has been appointed to take charge of the Boys' Dormitory and to act as Assistant Supervisor.

Attendance

The total registration of pupils in the session 1915-16 was 124, seven more than in the preceding session; at the opening on Sept. 22nd, 1915, there were 110 pupils, as compared with 102 at the opening of the previous session; at the close 114 as compared with 109. Thirteen pupils who were not present at the opening in September arrived during the session; five of these were new and eight had been in attendance previously. Of the ten pupils who were present during a part of the session but did not remain till the end, two were feeble-minded, one was drowned, one became homesick and was taken home, two were in poor health, one was sent away for stealing, one remained at home to help her mother, one removed to the United States, and the absence of one was unexplained. Of the 114 pupils who were present at the close of the session, 67 were males and 47 were females.

The number of pupils in attendance at the opening on September 27th, 1916, was 109 as compared with 110 at the opening date in 1915 and 114 at the close of the school term on June 17th, 1916. Of those in attendance at the end of the last term, 89 had returned; one former pupil who was not here at the close of the term had come back, and nineteen new pupils had been enrolled.

New Pupils at Opening of Session, Sept. 27th, 1916

Name.	Residence.	Name.	Residence.
Anthony, Gordon	Brampton.	Sydar, Mike	Winnipeg, Man.
Conway, Ernest	Hough Lake.	White, Edward	Blind River.
Gash, James	Fernie, B.C.	Young, Kenneth	Binbrook.
Hartfield, Adolph	Lang, Sask.	Clark, Jessie	North Bay.
Hutchinson, Fernie	Fernie, B.C.	Gill, Grace	Toronto.
Konopski, Albin	Valley River, Man.	Hilton, Lydia	Belleville.
Kozlowski, Joseph	Winnipeg, Man.	Johnston, Gertrude	Winnipeg, Man.
McDonald, James	Clover Bar, Alta.	Knechtel, Annabelle	North Bay.
Macalister, Donald	Macalister, B.C.	Regimbal, May	St. Boniface, Man.
Metcalfe, William	Toronto.		

Pupils Admitted during October, 1916

Name.	Residence.	Name.	Residence.
Ormston, Ralph	St. Catharines.	Dawson, Christina	Toronto.
Wilkinson, Charles	Kingston.	Dalton, Mary	Hamilton.
Brunsden, Alma	Brantford.	Thompson, Theresa	Hamilton.
Beattie, Jeanie	Niagara Falls.		

Pupils Registered in Session 1915-16

Name	Residence
Ash, Rachel	Sarnia.
Berry, Jocelyn	Port Perry.
Bews, Anna	Bridgeburg.
Bezaire, Alma	Auld.
Bezaire, Lea	Auld.
Bickerton, Gladys	Navan.
Brennan, Alice	Bothwell.
Brock, Eva	Lynden.
Brunsden, Alma	Calgary, Alta.
Catling, Nellie	Goderich.
Clark, Lillian	Mount Dennis.
Crawford, Annie	Strathroy.
Creiger, Marion	Waterford.
Cuneo, Mary	Toronto.
Davison, Winifred	Meaford.
Dawson, Christina	Toronto.
Dickson, Julia	Toronto.
Fitzpatrick, Alta	Wheatley.
Fruiter, Pearl	London.
Gascoigne, Marjorie	Hamilton.
Grills, Iva	Cane.
Hardwick, Lillian	Toronto.
Hawley, Doris	Winnipeg, Man.
Henrich, Evelyn	Brantford.
Hewison, Betsy	Toronto.
Hyndman, Elsie	Norwich.
Ingram, Elizabeth	Pembroke.
James, Gertrude	Waterford.
Johnston, Charlotte	Guelph.
Kaufman, Blanche	Chatham.
Lammie, Greta	Hensall.
Lammie, Amy	Hensall.
Lansdowne, Norah	Toronto.
MacGillivray, Agnes	Listowel.
McAuley, Marjorie	Hamilton.
McCannan, Beatrice	Kenora.
McEwen, Geraldine	Radisson, Sask.
Miller, Susan	Gravenhurst.
Omizinahaquaiwi Eliz.	Little Current.
O'Neill, Mary	Ottawa.
Philpott, Emily	Brockville.
Sells, Kathryn	London.
Shane, Ellen	Hamilton.
Simpson, Meryle	Dominion City, Man.
Slay, Gladys	Sarnia.
Smith, Effie	Brantford.
Squair, Ethel	Williamstown.
Stephenson, Muriel	Collingwood.
Thompson, Teresa	Hamilton.
Truscott, Ruth	Battleford, Sask.
Wagner, Rose	Toronto.
Webster, Helen	Wallaceburg.
Welsh, Verna	Baldur, Man.
Woodcock, Gladys	Toronto.
Wright, Elsie	St. Catharines.
Abram, Thomas	Toronto.
Barton, Gustavus	Kazabazua, P.Q.
Beach, Sparling	Ottawa.
Bell, Stewart	Bradley.
Bettridge, Edward	Brampton.
Campbell, Chas.	Toronto.
Chapman, Oswald	Rosseau.
Carscallen, Arch.	Tamworth.
Clissold, Fred	Mimico.
Cotter, Jas.	Ottawa.
Culver, John	Todmorden.
Cundy, John	Regina, Sask.
Derbyshire, Byron	Athens.
Des Brisay, Wilson	Nelson, B.C.
Dobbin, Robert	Toronto.
Duncan, Terence	Toronto.
Dyson, John	Toronto.
Fenton, Mills	Allenford.
Fonger, Stanley	Bruce, Alta.
Garlick, Walter	Ottawa.
Gomm, William	Toronto.
Grausdin, John	Lettonia, Man.
Green, Fred	Chesley.
Green, Harold	Elmwood, Man.
Grills, Ion	Campbellford.
Hackett, John	Toronto.
Higgins, Thomas	Toronto.
Hill, Norman	St. Thomas.
Hollett, Stanford	Toronto.
Johnston, Harold	Brockville.
Keller, Nikolay	Hyas, Sask.
Joyce, Judson	Hamilton.
Kennedy, Edward	Ottawa.
Lidstone, Fred	Walkerville.
Lott, Ernest	Brussels.
Lowe, Walter	Hamilton.
Macbeth, Stanley	Toronto.
Makey, Lawrence	Tilbury.
Manning, Roy	Owen Sound.
Marcotte, Cleophose	Mattawa.
McKee, William	Esteven, Sask.
McMillan, Robert	Stettler, Alta.
Morrison, Vernon	Winnipeg, Man.
Murray, Ancile	Goderich.
Oster, Clarence	St. Catharines.
Parfitt, Allan	Toronto.
Patterson, Clifford	Hamilton.
Paul, Leonard	Haileybury.
Philpott, John	Brockville.
Powell, James	Toronto.
Rankin, James	Bickford.
Richardson, Robert	Hamilton.
Riddell, Gordon	Toronto.
Rigg, William	Mount Dennis.
Robinson, Charles	Barrie.
Salter, Melville	Oshawa.
Sherman, Leonard	Fernie, B.C.
Simmons, Walter	Copper Cliff.
Smith, Joseph	London.
Steele, Fred	Perth.
Stoddart, Ernest	Copper Cliff.
Sutherland, Joseph	Sutherland, Sask.
Tomlinson, Roy	Saskatoon, Sask.
Towner, John	Toronto.
Vance, Frank	Saskatoon.
Vincent, Cecil	Crookston.
Webb, Harold	Allandale.
Westcott, Frank	Salt Spring Island, B.C.
Wilkinson, Charles	Kingston.

Re-Organization Scheme

In following out the scheme of re-organization many new features have already been added, and although the time at our disposal has been all too short, yet much has been accomplished.

The Farm and Stables

In September last there were but two cows and we were purchasing our milk supply at 7c. per quart. We have now a herd of seven fine grade Holstein cows and it is expected to increase this number to twelve as soon as the necessary addition to the stables is provided. A new dairy building is to be erected this year which will enable us to handle our milk supply to advantage.

Poultry Raising

With the view of teaching this valuable industry to blind pupils, two up-to-the-minute poultry houses have been erected, each capable of housing 150 hens. Three Prairie State incubators, each fitted for 340 eggs, and one feeder capable of holding 240 eggs, also ten hovers or artificial mothers, have been provided. This outfit will be placed in commission as soon as the severe weather is over.

Gardens

In order to enlarge our garden space we are reclaiming about three acres of splendid land formerly overgrown with scrub willow. This will make a valuable addition to our house gardens and permit the introduction of vegetable growing into our curriculum.

Play Grounds and Gymnasium

Believing it to be absolutely necessary to provide for the physical as well as the mental well-being of the pupils, new openair playground equipment has been installed and in addition to the standard swings, teeters, running courses, etc., roller skates and auto kiddy cars have been provided. The Gymnasium has been re-fitted with new equipment and now contains a vaulting horse, parallel bars, climbing rope, horizontal bar, wall ladders, travelling rings, Indian clubs, dumb bells, mechanical chest machines, rowing machine, hand muscle developers, single sticks with masks and uniform, boxing gloves, punching bag, and a set of wrestling and tumbling mats, making one of the most complete gymnasiums in the Province. It is expected that a swimming tank will also be added during the year.

Commercial Department

In the Commercial Department we have introduced the teaching of telegraphy. Braille shorthand will also be added as soon as the class in telegraphy is sufficiently advanced to take it up. These new subjects, together with touch typewriting, will provide remunerative work for those pupils who are able to take the complete course. It has also been found that blind pupils, particularly females, can become quite adept at operating telephone switch-boards in private plants. It is expected that special instruction in this work will in time be given.

The Musical Department

In this department the Musical Director now gives his services for the entire teaching day instead of a half day as formerly. Provision is also being made in this year's estimates for a new electric three manual pipe organ. A fourth teacher

has been appointed in this department to take the rudimentary work and dictation. This will relieve the Musical Director and the other members of his staff, and permit them to give more attention to the advanced pupils. Dr. Albert Ham, of Toronto, the musical adviser and examiner, has prepared a new syllabus which will enable successful pupils to take the degree of licentiate in music.

Piano Tuning and Repairing

Formerly the instructor in tuning devoted but three hours per day to this important branch with the result that the pupils did not receive the instruction in this work that was expected and required. The resignation of the late instructor made it possible to engage the full services of Mr. J. D. Ansell, an expert tuner and repairer. We are now able to give our pupils a complete course of instruction in the tuning and repairing of pianos and organs. To meet the requirements of the increased number of pupils in this branch seven new tuning rooms have been prepared, as nearly sound proof as possible. This provides a completely equipped plant consisting of fifteen rooms in which to carry on this most important industrial training.

The Industrial Work Shop

When I took over the school I found a competent Trades Instructor in charge of this branch, but, beyond the teaching of basket and willow furniture making, this really good man was unable to give instruction in many other useful avenues for want of proper equipment. With the view of obviating this condition, plans were immediately prepared for the installation of machinery for broom-making, brush and duster making, cane-seating and shoe making. The cane-seating work is now going on and the rest will be in progress as soon as the legislature votes the necessary funds.

LITERARY EXAMINER'S REPORT

To the Honourable R. A. Pyne, M.D., LL.D.,

Minister of Education.

Sir,—I have the honour to present herewith my report upon the literary work of the Ontario School for the Blind for the year just closed. The examination was conducted on June 1st, 2nd, 5th and 6th.

Mr. Wickens' Classes

As in former years I found Mr. Wickens doing good work. The pupils of his class with three exceptions were well up in the work.

Bible History.—The course covered the book of Exodus and the class took a high average.

Spelling.—Results good, the work covered being Grade 6 of the authorized speller.

Geography.—The Geography related to the countries engaged in the present European war and it was a pleasure to see how familiar the pupils were with the war and the countries at war.

Physiology.—This class was familiar with the work prescribed, viz.: the nervous system.

Arithmetic.—Work covered, problems in fractions. There was more variation in this class than in any other. On ten problems the marks ranged from 30 to 100.

Typewriting.—The pupils did some good work which was quite accurate, but they did not develop the speed I expected them to attain.

Reading.—The pupils read with good articulation and expression passages from the authorized third reader.

Latin.—This class consisted of four girls who showed a familiarity with the grammar and who translated selections from Caesar readily. The advantage of small classes was in evidence here.

Mr. Maloney's Classes

Arithmetic.—This was a junior class whose work was limited to addition, subtraction and multiplication to twelve times. The class showed great variation, the marks for ten questions ranging from 20 to 100.

Geography.—The class had studied Canada quite fully and showed more uniformity and a higher average than in arithmetic.

Physiology.—The work covered consisted of the first half of the authorized text and the class showed considerable familiarity with the work.

Reading.—This class read selections from the first reader and the chief aim sought was work recognition. A few pupils were able to add a little expression to the reading.

Grammar.—The class had studied 38 pages of the authorized text and were generally conversant with the work prescribed.

Writing.—The work in this class consists in teaching the form of capitals, small letters and figures. The progress was very satisfactory. As the class is large and instruction individual the progress is necessarily slow.

Physical Culture.—A large class of girls was given a series of exercises involving breathing, shoulder balance, trunk bending, lunging, etc. This work should be of great value to the pupils.

Miss Hanlon's Classes

Bible History.—This class was well up in its work. The course covers the second year of Christ's public ministry, Third, Fourth and Fifth Epochs of Ecclesiastical History.

Spelling.—A small class of seven pupils who spell well from Grade 4 of the authorized speller.

Arithmetic.—The limit covered is percentage and its applications. On a test of fourteen problems the class averaged 81 per cent., which was very satisfactory.

Geography.—Considerable variation was shown in this class. The course covered consisted of quite a detailed study of the Province of Ontario.

Reading.—Selections were read from the Second Reader. As the class is comparatively small they had received considerable attention and read with good articulation and some expression.

Grammar.—The class had covered the second part of the authorized Grammar and the pupils were able to parse well.

Writing.—The writing was generally good, particularly as to form and spacing.

Natural History.—This class had acquired quite a fund of knowledge relating to various animals and to several common articles of commerce.

Constructive Work.—Quite a beginning had been made in this work particularly with raffia.

Miss Radcliffe's Classes

Bible History.—The marks in this class varied from 20 to 100 on a series of questions relating to the life of St. Paul, the work as a whole was very satisfactory.

Spelling.—This class studies Grade 8 of the authorized speller. The marks assigned averaged 83.

Arithmetic.—The work covered was multiplication and division and the tables of length, area, weight, measure, etc. On a test of ten questions the marks ranged from 28 to 100, the average being 66.

Geography.—Fair results were shown of a study of the United States, Mexico, Central and South America.

Physiology.—A class of eight pupils was well up in the limit of work which embraces the bones of the body, circulation, respiration and digestion.

Literature.—This class gave evidence of having studied with considerable care and detail, "As You Like It" and selections from Tennyson.

Composition.—I read a composition, previously written, by each pupil of the class. The subjects were varied as was the success with which they were treated. Some pupils showed considerable ability while others did not grasp the work as well.

Grammar.—The course dealt chiefly with the inflections of the parts of speech to which was added some analysis and parsing. The results were generally good although some pupils were reticent about answering.

Writing.—Pupils were learning the small letters and particular care was given to form.

British History.—Although there was considerable variation in this class the average was very fair, the work studies consisted of the growth and extent of the British Empire.

Canadian History.—This seemed more popular with the class and the average attainment was higher. Canadian History to the close of the war of 1812-15 had been studied.

Miss Middlemiss' Classes

Bible History.—This is the junior class of all. Considerable variation in the time of attendance exists and the progress made was in about the same ratio. The work prescribed consists of the Commandments, Beatitudes, Lord's Prayer and Psalms 23, 100 and 121.

Spelling.—The class studies Grade 1 and part of Grade 2 of the Ontario Speller. As noted above considerable variation exists but the results are satisfactory. There is considerable difference in the mental capability of the pupils.

Arithmetic.—This is the elementary class and the work consists of addition and subtraction only. Generally satisfactory progress had been made.

Singing.—Some hymns in connection with Bible study have been learned.

Reading.—The pupils of this class learn the point alphabet and some read selections from the Primer. There is little real reading.

Kindergarten.—Some really good work has been accomplished in this department.

Miss Haycock's Classes

Bible History.—This class was well up and showed considerable familiarity with the books of Genesis and Exodus.

Spelling.—The class had covered half of Grade 2 and all of Grade 3 of the Ontario Speller. The class spelled very well except two who seemed incapable of detecting the relation of the sound to the spelling.

Knitting and Crocheting.—This work seems very popular with the girls as the class was very large and a great variety of work was shown. This had been done in a variety of patterns and stitches.

Miscellaneous Classes

Physical Culture for Boys.—Mr. Green has charge of this work and I witnessed a demonstration of a series of Swedish exercises and bar work. This work is very important and should be of value to the boys.

Sewing and Darning.—This work is in charge of Miss Cooper who secures splendid work from her pupils. The work is so arranged that the greater part of it has a practical value. The articles made showed great variety and their manufacture embraced practically all forms of stitches.

Domestic Science.—This work is also in charge of Miss Cooper. An innovation was made this year in that a class of the older boys also received instruction. All are interested in the work but the accommodation is very limited.

Bead Work.—Miss Cronk has charge of this work and gives instruction to a large class. The value of this work is limited but is a means by which a little pin money is made.

Willow Work.—This work is in charge of Mr. Donkin who succeeds in securing splendid work from his pupils. The variety of articles made is great. This is an occupation at which the blind should be able to earn a living.

Note and Suggestion

Improvement has been made this year in the grading of the classes. Some are still rather large and have too great a disparity of age in pupils for most effective results.

Respectfully submitted,

E. E. C. Kilmer, B.A.

Inspector, Brantford Public Schools.

Pass List Musical Examinations, 1916

Pipe Organ—Graduate: Clifford Patterson, honours. Grade 3: Byron Derbyshire, honours; Beatrice McCannan, pass; Geraldine McEwen, first-class honours. Grade 2: Roy Tomlinson, first-class honours.

Piano—Graduate: Clifford Patterson, Mary Cuneo, Harold Johnston, honours; Geraldine McEwen, first-class honours; Byron Derbyshire, pass. Grade 6: Susan Miller, Muriel Stephenson, Mary O'Neill, honours; Wilson Des Brisay, pass. Grade 5: Roy Tomlinson, first-class honours: Sparling Beach, Blanche Kaufman, Beatrice McCannan, Kathryn Sells, honours; Lillian Hardwick, Ethel Squair, Greta Lammie, pass. Grade 4: Gladys Bickerton, honours; Amy Lammie, Gladys Slay, Joseph Smith, Alta Fitzpatrick, Elsie Wright, pass. Grade 3: Gladys Slay, first-class honours; Alma Brunsden, Betsy Hewison, Walter Garlick, honours; Alice Brennan, Fred Steele, pass. Grade 2: Agnes MacGillivray, Marjorie McAuley, honours; Cecil Vincent, pass. Grade 1: Alma Bezaire, honours; Stanford Hollett, Edward Kennedy, pass.

Violin—Grade 5: Geraldine McEwen, honours; Susan Miller, Harold Johnston, pass. Grade 3: Greta Lammie, Kathryn Sells, honours; Blanche Kaufman, Mary O'Neill, Muriel Stephenson, Fred Steele, pass. Grade 1: Wilson Des Brisay, pass.

Voice Culture—Grade 4: Walter Lowe, Walter Simmons, honours. Grade 3: Blanche Kaufman, pass. Grade 2: Agnes MacGillivray, Gladys Bickerton, honours.

Teachers' Course—Graduate: Mary Cuneo, Geraldine McEwen, Ethel Squair, honours.

Harmony—(No certificates until Part II has been passed.)—Grade 5, Part 1: Doris Hawley, Muriel Stephenson, pass. Grade 4, Part 1: Roy Tomlinson, first-class honours; Winnifred Davison, Gladys Slay, Amy Lammie, Alta Fitzpatrick, Leonard Paul, honours; Lillian Hardwick, pass. Grade 3, Part 2: Gladys Bickerton, Greta Lammie, first-class honours; Kathryn Sells, Blanche Kaufman, honours.

Rudiments of Music—Grade 2: Alice Brennan, Amy Lammie, Greta Lammie, Kathryn Sells, first-class honours; Beatrice McCannan, Gladys Woodcock, honours; Elsie Wright, pass.

REPORT ON MUSICAL INSTRUCTION

To the Honourable R. A. Pyne, M.D., LL.D.,

Minister of Education.

Sir,—I have the honour of submitting my report as examiner at the Ontario School for the Blind, Brantford.

The examinations which were held on June 14th and 15th, included the subjects:—Piano-playing, singing and voice production, organ-playing, violin-playing and choral class work.

A written examination in theoretical subjects took place in the previous week.

There were forty-one candidates in piano-playing, six in singing, twelve in violin, seven in organ, twenty-five in the theory of music (rudiments, harmony and counterpoint) and three in the art of teaching piano-playing.

In Grade No. 1, three pupils entered, all of whom passed, one reaching the honours standard.

In Grade No. 2, two gained honours, and one passed.

In Grade No. 3, the result was: One with first-class honours, three with honours, and two with a pass.

In Grade No. 4, there were five passes, and one in the honour section.

In Grade No. 5, one first-class honours, four received honours, three passed, and one failed.

In Grade No. 6, three passed with honours, one passed and one failed.

In the Graduating Class one obtained first-class honours, three honours and one passed.

These results are on the whole, quite satisfactory.

The improvement from a technical standpoint is most marked, and is distinctly better than in any previous examination—a fact which reflects great credit on the efficient, painstaking teachers, Mr. W. Norman Andrews, Miss Harrington, and Miss Smythe.

I would suggest that the less-gifted students in the higher grades of piano-playing and violin-playing, should devote a second session to the same grade, instead of moving up into another—for which they are not sufficiently prepared. In the event of the adoption of such a course, the teacher would have an opportunity of selecting additional studies, and pieces of various kinds, as well as to advance the technical and mental training generally.

Organ-playing.—Seven students were examined in this department.

Grade No. 2. In this Grade one received first-class honours, one passed, and one failed.

Grade No. 3. One gained first-class honours, one second-class honours, and one passed.

In the Graduation Class one candidate passed with honours.

I would respectfully reiterate my remarks of last year respecting the organ equipment.

"In view of the fact that there is so much real musical talent amongst the blind, and that a well-equipped organist possesses a congenial and favourable means of livelihood, I would respectfully submit that greater and increased facilities for practice should be given to the organ student of this institution. To meet this pressing demand, an up-to-date three manual organ is necessary, and could be placed in another part of the building."

Solo-singing and Voice Production.—Of the six candidates who were tested, five passed, three with honours. In spite of slight errors in pronunciation, the general result was distinctly favourable, the voice production and enunciation being particularly good.

Violin-playing.—Some four years ago I suggested that the study of the violin and other stringed instruments should be added to the music course. The excellent progress made by the pupils under their sympathetic teacher, Mr. Ostler, has fully justified this addition to the curriculum.

Twelve pupils were presented for examination.

In Grade No. 1, one candidate passed.

In Grade No. 2, one failed.

In Grade No. 3, of seven pupils, two obtained honours, four passed, and one failed.

In Grade No. 5, one gained honours and two passed.

These results reflect high credit on both teacher and pupil alike. I had much pleasure in listening to a sextette of players—four girls and two boy students, who performed a selection in a most creditable manner. The young people displayed good tone and phrasing and the general conception of their performance was distinctly artistic.

Theory of Music.—This class is now solely under the guidance of the Musical Director, Mr. W. Norman Andrews.

In all, twenty-five were examined.

Rudiments.—Four gained first-class honours, two honours, one passed, and four failed.

Harmony.—Grade 3, part 2. Of four papers sent in, two were excellent, two gained first-class honours, and one passed.

Harmony and Counterpoint.—Grade 4, part 1. Eight papers were written, one obtained first-class honours, five honours, and one passed.

Harmony.—Grade 5, part 1. The work of the candidates who passed in this was not very strong.

The Art of Teaching.—On passing the necessary examinations in both Theory and Practice, three well equipped students qualified as teachers of the piano.

The Choral Class.—The Choral Class consists of upwards of fifty voices. The parts are well-balanced, and the quality of tone distinctly good. I was very favourably impressed with the performance of several unaccompanied part songs, which were sung with much enthusiasm, precision, expression, and almost perfect intonation.

The Musical Director, Mr. W. Norman Andrews, is deserving of considerable credit for his work in connection with this important class. I noted also a marked improvement in the hymn singing at morning prayers.

Piano-tuning.—This class numbers about twenty, and I understand that the good work of the former teacher, Mr. Usher, is being satisfactorily carried on by his successor. Having myself considerable acquaintance with the practical side of

piano and organ tuning, and realizing therefore the great asset which a thorough training and complete understanding of tuning would be to many of these young students, I venture to express the hope that every encouragement will be given to make this Department as efficient as possible. Particularly is this important in view of the fact that piano-tuning is a source of livelihood to many of the blind.

Now that the study of music has become such an important factor in the education of the students at the Ontario School for the Blind, I would recommend that a curriculum be at once compiled, embracing the requirements of each grade in piano, organ, violin, singing and theory (rudiments, harmony, counterpoint and musical history).

In conclusion, I would offer very hearty congratulations to the members of the musical staff of this splendid institution, who by their earnest and successful endeavours are maintaining a high standard of excellence.

I have the honour to be,

Sir,

Yours most obediently,

ALBERT HAM, MUS. DOC., F.R.C.O.,
Examiner.

PHYSICIAN'S REPORT

TO THE HONOURABLE R. A. PYNE, M.D., LL.D.,
Minister of Education.

SIR,—I have the honour to present my annual report for the year ending October 31st, 1916.

The officers and pupils have, on the whole, enjoyed their usual good health throughout the year. One of the senior employees was off work for a number of weeks suffering from rheumatism, but made a perfect recovery.

There was an outbreak of measles in the Spring, but it was controlled without disturbing the routine of the school.

The usual petty ailments were dealt with daily throughout the year, and no very serious cases developed.

The new dormitories add greatly to the comfort and general well being of the pupils. The improved conditions, however, owing to the added space, make it more and more desirable that my recommendations be remembered, that a trained nurse of the proper type be appointed to take care of the sick in properly equipped rooms in the main building.

The newly appointed Physical Directress is doing splendid work, and the pupils are already showing most gratifying results.

The pupils returned in September in increased numbers, and on the whole, in splendid physical condition.

I have the honour to be,

Sir,

Your obedient servant,

Brantford, November, 1916. J. A. MARQUIS.

OCULIST'S REPORT

To Honourable R. A. Pyne, M.D., LL.D.,

Minister of Education.

Sir,—I have the honour to report the results of the examination of the pupils' eyes for the year 1916.

The usual examination was made in May; and in November, under the direction of the new Principal, all the pupils were again examined.

In May there were nineteen new pupils, and in November twenty-three, all with sight so deficient as to leave no doubt about their being eligible for education in this school.

It seems to me a mistake on the part of parents and guardians that so many of these children, who have been blind since infancy, should be delayed to the ages of twelve to fourteen to enter the school for the technical education of the blind.

During this last inspection special attention was given to the effect of disfiguring conditions of the eyes on the pupils' personal appearance, and many recommendations made with a view of giving such pupils a more happy and acceptable presence before the public, and thus in some degree lessen their handicap when going out into the world.

Some of these suggestions have already been carried out, such as the removal of disfiguring blind eyes and the substitution of artificial eyes. And one need only see these changes to appreciate the difference between a most obvious physical defect and an apparently normal facies.

In a few cases recommendations were made for the improvement of sight, which though it might be small in amount would be of immense value to the possessor.

The following is a classification of the diseases causing blindness:—

—	Males	Females	Total	Percentage
Ophthalmia Neonatorum	12	17	29	21.2
Optic Atrophy	12	9	21	15.3
Cataract, Congenital and Lamellar	9	9	18	13.1
Injury of one eye followed by Sympathetic Ophthalmia in the other	9	4	13	9.5
Injury by powder explosions, including gunshot wounds	8	.....	8	5.8
Injury by other means	3	.....	3	2.2
Interstitial Keratitis	4	4	8	5.8
Aniridia and Congenital Colobma of Iris	4	1	5	3.6
Chorioditis	3	1	4	2.9
Retinitis Pigmentosa	3	1	4	2.9
Microphthalmus	3	1	4	2.9
Uveitis	2	2	4	2.9
Myopia with subsequent changes	1	2	3	2.2
Measles	2	1	3	2.2
Buphthalmus	1	.....	1	.7
Symblepharon	1	.....	1	.7
Tuberculosis Keratitis	1	.....	1	.7
Growth, eyes enucleated, probably Gioma	1	.....	1	.7
Smallpox	1	.....	1	.7
Cause undetermined by appearance or history	2	2	4	2.9
Total	83	54	137	

The condition of vision of these eyes may be divided into five classes.

	Males	Females	Total
Perception of sight only in one eye	14	9	23
Without perception of sight in either eye	18	11	29
Perception to sight only in both eyes	10	5	15
Limited objective vision in one eye	19	13	32
Limited objective vision in both eyes	22	16	38

Thus it will be seen that twenty-three are absolutely in perpetual darkness, while forty-four others can barely distinguish light from darkness, but not enough to be of any practical assistance. The remaining seventy have varying degrees of sight, but none enough to enable them to get their education at a public school.

Referring to the table of diseases, attention should be directed particularly to those causing so-called preventable blindness.

Ophthalmia Neonatorum	29	pupils or	21.2	per cent.
Injury to one eye with Sympathetic Ophthalmia in other..	13	"	9.5	"
Injury by powder and dynamite and gunshot wound	8	"	5.8	"
Injury by other means	3	"	2.2	"
	53	"	38.7	"

All of which might have been prevented by proper precaution. And it is remarkable that of the total, twenty-four, blind from all kinds of injuries, thirteen come from outside the Province of Ontario, mainly from the Western Provinces. That is to say blindness from injuries constitute forty-three per cent. of all the pupils from outside the Province, while for Ontario it is only ten per cent.

A number of acute inflammatory conditions of the eyes and ears required attention during the year, but none were of a very serious nature, and all yielded promptly to appropriate treatment.

Respectfully submitted,
B. C. Bell.

Brantford, March 1st, 1917.

HALIFAX CONVENTION

The biennial convention of the American Association of Instructors of the Blind was held at the Halifax, Nova Scotia, School for the Blind, July 4-5-6, 1916, the attendance of delegates from the United States and Canada being unusually large. The Ontario School was represented by H. F. Gardiner, Principal. At the opening session on Tuesday morning, Sir Frederick Fraser, Superintendent of the Halifax School, introduced His Honour Lieutenant-Governor MacKeen and His Worship Mayor Martin, of Halifax, both of whom welcomed the delegates to the hospitalities of the City and Province, and wished them God-speed in their work. Sir Frederick said his dream of twenty years was realized by the holding of the Convention in Halifax. Mr. O. H. Burritt, Superintendent of the Overbrook, Pa., School for the Blind, and President of the Association, returned thanks for the heartiness of the welcome, adding: "We need to impress our students with this fact—they must apply themselves to do things better than those who see for wherever they fail in efficiency the world will say that their inefficiency is due not to the lack of application, but to the fact that they are blind."

In the course of his presidential address, Mr. Burritt said: "That the education of blind children is a highly complex problem we educators of the blind have long been well aware. But it is largely because I have come to feel that in our school we have a duty to our children unperformed that I have chosen as my subject 'The Education of the Blind—a highly complex problem.'"

I need not say to you, my brothers and sisters in the profession, that we have in our children the usual differences in mentality that are found among an equal number of children who see, but that those differences are both accentuated and their number is increased by the diseases that in so many of our children have caused their blindness. After a careful consideration of the ability of each individual pupil at several meetings of our teachers, each teacher of that pupil being present, our teachers have placed 68 of 174 pupils enrolled in our main school during the school year 1915-16 in the list of those possessed of the highest mentality. This means that according to the best judgment of the teachers in all departments, literary, manual, music and physical, four out of every ten pupils in our main school last year were pupils of good mentality. Judged by the same standards and by the same teachers, 45 others—approximately one fourth of the entire main school—were placed in a group which I designated as "Pupils of lesser mentality, probably capable of graduating." In this group there are some good but slow, plodding boys and girls who will probably require one or two years longer to meet our requirements for graduation than the first group, but who are nevertheless worth-while pupils.

The next largest group contains the names of 27 pupils, 15 per cent. of the whole number, who have varying degrees of ability, but whose training presents special problems for solution.

A fourth group, only slightly smaller than the last, contains the names of 24 pupils whose ability is indicated with sufficient accuracy thus: "Pupils of low mentality needing special instruction."

The fifth group contains the names of ten "pupils of such inferior ability that they should be discharged." Indeed seven of these have already been discharged after having been under instruction and observation for periods varying between one and two years; the remaining three have been granted an additional year each.

At our Kindergarten building we have three groups of children designated respectively as kindergarten, connecting-class and first grade, whose ages vary from six to eleven years. A normal child entering the kindergarten will complete the work at this building in three years. As all these children are young and have been so short a time under observation, and as the early training of many of them has been seriously neglected, it is more difficult to classify them on the basis of mentality. Nevertheless the sympathetic observations of the experienced staff are usually quite accurate. Of the 41 children enrolled during the past school year the teachers have placed almost exactly one-half in the first two groups, thereby indicating their belief that this number will probably be capable of completing the eleven years' work required for graduating. Eight, about one-fifth of the number, are placed in our group of "pupils of low mentality needing special instruction," while twelve, approximately three out of ten, are "possessed of such inferior ability that they should be discharged." Six of these have already been discharged and the remaining six will be within the next year.

Summarizing these observations on the mentality of the student body of the past year, which is probably fairly representative of conditions each year, about two-fifths of our pupils are mentally alert and capable, some of them above the

average of their age among seeing children; one-fifth are less capable, but most of them well worth the time and money expended upon them; one-sixth have low mentality and require special, almost individual instruction, and in most instances, for a limited time only; one-eighth form a unique group three-fourths of whom having some vision and nearly all the rest losing sight between six and sixteen years of age, require instruction adapted to their peculiar needs; and one-tenth have too little mentality to warrant their continuance in school beyond the period necessary for observation and determination of their mentality—a period which with us varies from one month to two or three years, sometimes longer.

I think there is little doubt that in our schools the backward and feeble-minded children are receiving an undue amount of the time and energy of the entire staff and that our brightest pupils suffer thereby; while at the same time we are not providing the kind of instruction that these mentally sluggish and backward pupils ought to have.

Two things can be done to remedy this defect. Many of these brighter pupils, nearly all of our first group containing approximately two--fifths of the school, can advance more rapidly by working more by themselves with an occasional suggestion from the teacher. Why not give our brighter boys and girls opportunities to learn to work in large measure independent of the teacher? Why not let them realize more of the joy of mastery unassisted?

In this group of our brightest pupils, too, are those who should secure educational advantages outside the walls of the institution. In a word let us seek somewhat earlier in their careers as students extramural opportunities for a selected group of more capable pupils, particularly those who have lost sight subsequent to five years of age. If we utilize to the full the opportunities along these lines our teachers will have more time and strength for those who constitute our other groups who have less ability and less initiative and have greater need of help and direction.

Our problem is further complicated by the varying ages at which our pupils lose their sight.

I have already anticipated my next point, which is that the possession by some of the pupils in our schools of even a modicum of vision introduces an additional difficulty into our problem already sufficiently complex.

An additional complication is introduced into our problem by the lapse of time that occurs in many cases between the loss of sight and getting into school. This causes an abnormal variation in the ages of pupils in the same school grade. The only remedy for this condition is putting forth continued effort to secure the enrolment of each pupil at the earliest possible moment after his loss of sight. Here associations, commissions, and wide-awake field officers can be of material assistance, as experience shows.

The presence in our schools, in spite of our vigilance to prevent it, of the exceedingly backward and even the feeble-minded blind presents an additional problem. In theory, none of us admit the feeble-minded; in practice, we all have them. I do not say we keep them for very long, but I have yet to visit one of our schools that had no representatives of this group. I have already considered this point with considerable fullness. It only remains for me to suggest, if possible, some solution of this difficult and perplexing problem. We have all thought much about these boys and girls. Because of their double handicap their cases make a special appeal to our sympathies. For the feeble-minded there is but one place—they need and deserve the custodial care provided at the institutions for the feeble-minded.

But as educators of the blind we are concerned rather with the determination of the question of feeble-mindedness than with the disposition of these cases when the fact of feeble-mindedness is definitely established; for I assume that sooner or later—usually later, I fear—we all discharge them from our schools. I have all but reached the conclusion that for our school the solution of the problem lies in the provision of a small, separate building which may be euphemistically spoken of as an observation cottage. Here I would provide accommodation for the training under expert direction of about one-twelfth of my school population.

I have already transcended the time limits of a presidential address. I have considered what seem to me some of the most fundamental reasons for the complexity of our problem. It only remains for me to summarize the points I have tried to make.

First: There are amongst our children the usual differences in mentality that are found among an equal number of children who see.

Second: These differences are accentuated by the diseases that in many cases have caused blindness.

Third: The problem is further complicated by the varying ages at which sight is lost.

Fourth: The possession by some of even a modicum of vision introduces an additional complication.

Fifth: Lapse of time between loss of sight and entrance into school causes abnormal variation in ages of pupils in the same grade.

Sixth: The presence of the exceedingly backward and the feeble-minded blind presents an additional problem.

At the afternoon session, Miss Minnie E. Hicks, of the Maryland School for the Blind, read an interesting paper on "General Qualifications for Teachers in Schools for the Blind; What Special Training is Necessary or Desirable?" In the discussion which followed H. F. Gardiner, of Brantford, said that in his opinion there was one qualification for teaching the blind, very useful and desirable, though perhaps not essential, namely, good eyesight. It enables the teacher to detect and correct faults of manner and of attitude, such as standing or sitting improperly, putting the knuckles in the eyes and the fingers in the mouth, turning the head sideways and keeping the mouth open when playing the piano, wagging the head in time with the motions of the feet in walking, etc. The teacher with sight could also observe dirty hands and faces, and soiled or torn clothing. In teaching staff notation he had a decided advantage over the teacher who had never actually seen the staff. He could more easily and surely detect inattention or misconduct. A pupil with partial sight was easily tempted to play tricks on a teacher totally blind. The successful teacher needed to know more about the subject taught than was contained in the text-book, and the teacher with sight could acquire that extra knowledge from a wider range of books than the blind teacher confined to point publications. Then the teacher with sight was of more use than the blind teacher in looking after the pupils out of class, at play, during reading hour, going to church, in case of fire or other emergency. Mr. Gardiner disclaimed any idea of dispossessing blind teachers of their positions in order to provide employment for teachers having sight. The object in maintaining schools for the blind was not to give employment to adults with or without sight, but to confer the greatest possible benefit upon blind children, and all minor considerations should be sacrificed for the major one. Just as a blind woman should marry a man with sight, and a blind man should marry a woman with sight, a blind teacher should have pupils with sight, and blind pupils should have teachers who can see.

Mr. Hussey, of the Halifax School, took the opposite view, contending that a blind teacher best understood the capabilities of blind pupils, and he could tell by the pupil's voice when any impropriety was committed.

Mr. Dow, of Minnesota, and Mr. Walker, of South Carolina, thought each teacher should be judged on his merits as a teacher, without regard to whether he could see or not.

The discussion was cut short by the ruling of the chairman, but in the course of the afternoon and evening more than twenty of the Superintendents and Trustees of Schools represented at the Convention, personally thanked Mr. Gardiner for introducing the subject, and expressed their agreement with his ideas.

Three interesting "Round Table" conversations followed Miss Hicks' paper. Mr. Allen, Superintendent of the Massachusetts School, introduced the topic, "The Feeble Minded Blind, What Shall We Do With Them?" Mr. Driggs, of the Utah School, discussed "How Much Can We Properly Use Pupils in Our Schools to Perform Work Usually Done by Paid Employees?" "The Moral Development of the Child" was discussed at the third Round Table.

In the evening Sir Frederick and Lady Fraser, and Mr. and Mrs. Burritt welcomed the delegates, ex-pupils and many citizens of Halifax at a reception, the band of the Sixty-Third Regiment and an orchestra supplying music.

At the forenoon session on Wednesday, the report of the Uniform Type Commission was presented. Referring to the system that had been recommended at the California convention last year, it was stated that "the Commission has found that the vast majority of schools, superintendents, teachers, printers and associations are disinclined to adopt the Standard Dot System, unless the entire English-speaking world were inclined to adopt it, which seems impossible of accomplishment." On the principle that "possession is nine points of the law," the Commission reported that "the mind should turn at once to British Braille as a possible Uniform Type. With the exception of the United States and portions of Canada, British or European Braille is, to all intents and purposes, the only system of reading and writing for the blind of the civilized world. When, however, we consider that it is *more expensive* to emboss books in this system than in either New York point or American Braille; that the American systems conform much more closely to the approved literary and letter press practices than is the case with the British system as currently embossed, and that a knowledge of either of the American systems, due to the comparatively small number and unambiguous nature of the characters employed *is more easily acquired* than is a knowledge of British Braille, we hesitate to make choice of British Braille as the Uniform Type, and earnestly wish that its strategic position were held by one of the American systems." A scheme for the modification and improvement of the so-called "British Braille" had been presented to a British Committee for consideration, and after full discussion the Halifax Convention adopted this recommendation:

"That the American Association of Instructors of the Blind in convention assembled adopt officially and urge upon the blind of America, and those interested in work for the blind to adopt individually and officially 'Revised Braille, Grades I and II, as now authorized in Great Britain, provided however, that the duly authorized English Committee on Uniform Type come to a full agreement with our American Commission on Uniform Type for the Blind concerning such modifications in 'Revised Braille' as have been proposed by the American Commission or as may be proposed by either the American Commission on Uniform Type or the English Committee on Uniform Type."

It will be seen that the abandonment of New York point and American Braille

in favour of European Braille, is conditional upon the consent of a British Committee to modify and improve the latter. Should that be arranged, it will be a question for the management of each school in America to decide whether uniformity is worth the price to be paid for it, namely, the sacrifice of books, writing and printing appliances in a system more easily learned and handier to use than "British Braille." The pupils now attending the schools, and the ex-pupils who know New York point or American Braille, need not be alarmed about the imminence of the change. If it comes at all, it will not come in a week or a year.

In the afternoon Mr. Liborio Delfrino, Field Officer of the Pennsylvania Institution for the Blind, read a paper on "The After-life of our Pupils; the Amount, Manner and Propriety of School Assistance after Graduation." The next paper was entitled.—

An Honourable Living

By Herbert F. Gardiner, Principal, Ontario School for the Blind, Brantford.

In a letter from the Chairman of the Executive Committee of the American Association of Instructors of the Blind, I was asked to prepare a paper on the topic, "What is the Best Industrial Training to Provide the Blind with an Honourable Living?" Later I read in the "Outlook" that my name was on the programme for a paper on "What Kinds of Industrial Training Have Been Found Serviceable in Providing the Blind with an Honourable Living?" For a short answer, will it suffice to give a list of occupations in which blind men and women with whom I am acquainted have been successful?

Within the last few weeks I have had as visitors two young men, former pupils of the Ontario School of the Blind, who are organists in churches, directors of choirs and teachers of piano. Both are able to tune pianos, and one of them earns something at that occupation. The latter left the School in 1908. He had to buy a second-hand piano on credit, and incur other debts to the total amount of $400.00. Last year he earned $1,300.00. He impressed me as confident, but not conceited. The other young man left the School in 1912. He did not mention the amount of his income, but he was well dressed, had money in his pocket and was satisfied with his position and prospects. He is specially interested in voice-training.

In the 1908 Annual Report of our School is a letter from an ex-pupil, from which I quote: "In 1897 I started my life work. I had not even a piano. Since then I have had two, have paid all expenses for eleven operations, have carried my studies on in Toronto, becoming eligible to teach in the Conservatory should I so desire, and got ahead far enough to spend two years in Germany at an expense of $2,000.00, receiving the best instruction available in the world. My income in Toronto before going to Germany averaged $42.00 per week for two years. I had between 55 and 60 pupils. I have entered into competition with the sighted, and have held my own. I do not think any institution can help the pupil who does not try to help himself. I have earned all that I have spent since I left school."

I hear splendid accounts from time to time of the success of a young lady who left the School in 1908, and has since taught private pupils in a large city.

Another young lady, who left the School in 1909, is teaching in a small town in Northern Ontario, and she keeps me informed by letter concerning her achievements. In 1911 she wrote: "Trying to follow your good example, I have kept very busy myself for the last year, teaching music. I must confess, however, that it was somewhat trying at first to secure pupils where a number of teachers had already

settled, but with a little patience and perseverance I finally succeeded. I began with five pupils. I have now a class of thirty-two pupils, who are nearly all taking two lessons a week, at fifty cents per lesson. Apart from that, I do a little playing at private dances among the people of the town, for which I never get paid less than five dollars an evening."

A young lady who lives in the country, left the School in 1902. In 1911 she wrote: "I left the School ill, without money, and my dearest ambition—to complete a thorough course in music—dashed to the ground. For two years I was physically unable to attempt work of any kind. I began with two pupils, and soon had a class of six. I hired a horse by the day, and secured more pupils at a little place eight miles from home, saving enough to make a payment on a horse of my own. Now I am paying my expenses, which are not small. Over twenty pupils sufficed to tax my strength during the past summer. God has been good to me. Throughout my struggle I have endeavoured to do my work thoroughly and honestly. My pupils are my friends and confide in me. I am now fitting some of my pupils for College examinations, and am looking forward with anxious expectation to their future."

There is ample material in the thirteen Annual Reports of the Ontario School for the Blind, covering the period from 1903 to 1915, during which time I have served as Principal, to extend this list, but the experience summarized above will illustrate what can be done by showing what has been accomplished by blind music teachers.

Piano Tuning

A few weeks ago I asked a blind friend in Toronto to send me such information as he happened to possess about the present earnings of ex-pupils of our School employed at piano-tuning in the factories and warerooms of the city in which he lives. He mentioned one firm employing four graduates of the O.S.B., at salaries of $24.00, $20.00, $15.00 and $8.00 per week. Another firm employs three of our boys and pays $18.00, $16.00 and $15.00 per week. A third firm employs four, paying $20.00, $16.00, $15.00 and $10.00 per week. A fourth firm employs two, paying $18.00 and $16.00 per week. My informant gave me the names of these tuners, and in some cases I was surprised as well as delighted that they were doing so well.

Some years ago, I asked an ex-pupil, who was visiting the School, to compile for me a statement of the positions held by ex-pupils who had been instructed in tuning. His remarks, which referred only to those who were then earning from fifteen to twenty-five dollars per week, were printed in my annual report for 1907. The first pupil, A. C., was employed by M. & R. in 1882. In 1883 S. L. and R. H. S., and in 1885 J. E. S. were employed by the same firm. Two of these men decided to leave the factory and seek patronage as custom tuners, at which both of them did well. Their places were filled by J. C. and A. M. Other pupils who obtained situations in Toronto factories were H. M. in 1889, G. S. in 1896, G. M. in 1898, W. M. in 1883, A. D. in 1889, J. A. M. in 1894, W. H. J. in 1899, W. W. in 1895, S. G. in 1899, H. G. in 1901, N. Y. in 1903, E. B. in 1904. One of these men, while holding a situation in one factory for twelve years before removing to another factory where the remuneration was greater kept up an outside tuning connection of about two hundred pianos, and also did some selling. Another, who occupies a well-paid position in a piano wareroom, having charge of the entire stock of pianos and organs, acts as tuning instructor for the Conservatory of Music. Piano factories in Guelph, Ottawa, Buffalo, Chicago and Detroit employ blind tuners who were instructed in the Ontario School. My informant named two graduates who did not

go into factories, but preferred to work up an outside tuning connection on their own account, and who have made sufficient money to retire from the trade. The fact, he said, is now well established that a man without his sight can tune a piano as well, and as quickly, as anyone, and also do any ordinary repairing. Selling pianos and organs has become quite popular with tuners. He added that nearly all those mentioned in this review have purchased homes of their own.

Selling Pianos

An outstanding instance of success in this occupation is the case of Mr. P. E. Layton, of Montreal, who wrote me in 1909: "I owe my success in life to the four years that I spent at the Royal Normal College." The report of a meeting in Toronto on September 3rd, 1909, addressed by Mr. Layton, says: "Twenty years ago Mr. Layton came to Canada as an expert piano-tuner, and since his arrival he has devoted himself entirely to the piano industry. Since then he has built up a business worth $150,000.00, and employs twenty people."

Selling Agricultural Implements

Condensed from 1903 O.S.B. Annual Report: "A blind man, R. S., left the Ontario School in 1886 and came back for a visit in 1903. He said that he worked at odd jobs for farmers, and then embarked in the sale of agricultural implements, representing a United States firm, until he had saved enough money to go into business for himself. At the age of thirty-four, he was worth eight or ten thousand dollars, had a warehouse of his own and a well established business connection with a wide circle of customers. He could lay his hand upon any article in his stock, and was careful to keep everything in its proper place. He made no claim to exceptional ability, and he was not regarded as a brilliant student when at school."

I could give the name of an ex-pupil who conducts a successful confectionery business, and of another who manages a grocery, specializing in tea and coffee; and I presume that the occupation of another who stands on the street, selling shoelaces and lead pencils, could not properly be described as "dishonourable."

Willow Baskets and Verandah Furniture

Mr. Donkin, the Instructor in the Willow Shop connected with the Ontario School, spent a portion of the 1911 summer vacation visiting at their homes ex-pupils, who work at basket-making, the object being to see how they were getting along, and to give them any instructions and assistance that might be required in connection with the use of the new models, selling the product, etc. The results of his visitation were recorded in the 1911 Annual Report.

W. H. D. had been in the basket business for twenty years, working in a shop built by himself in the rear of his sister's house. He reported that trade was good; in fact, he had been so busy that he could not take a holiday. In addition to his local trade, he sent baskets to the Western Provinces.

G. B. W. was in the grocery business, but returned to willow work. He built a shop for himself, and leased a stall on the market from which to sell his baskets. He also had an agency for brooms and whisks.

B. C. was very busy at willow work, chiefly making and repairing bottle baskets, at which work he claimed to be able to earn $2.50 per day.

J. B. devoted most of his time to willow work, making occasional selling trips through the country with a team. He made many lunch baskets for the lumber camps.

I. P. had built up a good business, growing his own willow. He said he could not make the baskets fast enough to fill his orders.

As a result of Mr. Donkin's observations, he was more than ever convinced that basket-making is the very best trade that has yet been taught to the blind, offering as it does to the blind man, who is willing to work, the opportunity to build up a business of his own.

From the O.S.B. Annual Report, 1908: "So far, Mr. Donkin has confined his instruction to the making of oval and square clothes baskets of various sizes; bushel baskets; open market baskets, and square delivery and butcher baskets. He believes it is best for the blind workmen to specialize their work, and to confine their energies to work that sells freely and affords a fair margin of profit. The time required for a blind man to make a small reticule, which he could sell for forty cents, would suffice to make three clothes baskets, worth three dollars or upwards.

"I found on my visit to the Milwaukee shops that Mr. Kuestermann used wooden bottoms exclusively for his baskets, and on applying to him he very kindly sent me an assortment of models, which were successfully imitated by a local carpenter. The wooden bottom adds slightly to the weight of the basket, but it enables the blind workman to increase his output fully 50 per cent., and assures symmetry in the shape of the basket."

In recent years, many articles of verandah furniture, including chairs and tables of various patterns; also fancy lamp stands and shades have been added to the output of the Brantford shop. For these articles there is a large and increasing demand.

Farm Work

Some of the ladies and gentlemen present, who were at the Convention at Boston in 1907 may recall an address by Mr. C. C. F. Campbell on "Work for the Blind Among the Seeing." My report states that I questioned Mr. Campbell with regard to his closing remark that "a farm was needed for the blind 'deadwood' because there was a dearth of farm labour." I asked him to tell the Convention what a blind man could do on a farm that would be worth board and modest wages—say ten dollars a month. I know of healthy, strong blind men, sons of farmers, working at the willow trade in a little shop over the carriage house, whose help at the ordinary farm work would be welcomed if they were told what they could do. If a blind man so defective that he could be fairly classed as 'deadwood' could affect the farm labour problem, how much more valuable would a healthy intelligent blind man be. Assuring Mr. Campbell that I spoke in the spirit of enquiry and not in the spirit of criticism, I declared that if he would give me in detail the information I asked for about farm work, I would not need what he had given about willow, brooms or piano keys, for the farmers in Ontario were quarreling at the railway stations for the privileges of hiring green immigrants from Europe, and if blind men could be substituted for these, the problem of employing the blind, which had long been a puzzle to anxious inquirers, would be solved. But what could the blind man do on the farm? Could he plow, sow, harrow, hoe corn, reap, bind, load grain, drive horses, feed and milk cows, feed pigs, sheep, chickens, make fences? That he could do one thing was not enough. The farmer expected his hired man to be busy and useful from daylight to dark. Could the blind man fill the bill?

Mr. Campbell did not find time to answer my questions at Boston, but three years afterwards I asked a young blind man, who had been writing to me about his work on his father's farm, to tell his fellow pupils what he could do on a farm. He said: "I will tell you what I have done, and I think any blind man can do what I

have done. I would get up in the morning between five and six, and go back to the pasture field and help to bring the horses up to the stable, water and feed them hay and oats. Then I would clean the horses off and harness them; then go and turn the milk through the separator; then have my breakfast. After breakfast I would feed the calves, hens and pigs, and take the cows back to pasture. On some days I carried water to the house, churned, or operated the washing machine. In the middle of the forenoon I would take a pail of fresh water and a lunch to the men who were working in the field. Then I would clean the stables and fix up some feed for the pigs. About eleven o'clock I fed all the stock for noon. Then I would go on horseback and call the men to dinner. In the afternoon I cut weeds and thistles in the fence corners, or was employed washing the buggies or cleaning the harness, or cutting and splitting wood. I also had the job of hostler; if the horse and buggy were to go away, I always hitched the horse to the buggy and unhitched it when it returned. At night the chores were all to do again, such as feed the hens, pigs and calves, pump water for the horses and cattle, milk the cows, turn the milk through the separator, and take the horses back to the pasture field. When haying time came, I helped to cock the hay and levelled the hay in the barn. I also assisted in running the hayfork. In the harvest I pitched back on the grain stacks. When the potatoes were picked I carried pails of potatoes and emptied them into bags, while others picked them up. When the corn was cut I helped to stack it; then I helped to pull and top the mangels and turnips. In the fall and winter I was kept busy doing the chores and keeping the house supplied with wood and water. Part of the winter I was husking corn, and sometimes I was in the bush cutting cord-word. In the spring when we were marketing our grain, I cleaned it all by turning it through the fanning mill. At that season I always took much pleasure in riding horseback, so as to give the horses lots of exercise.

"As a sideline I bought several settings of hens' eggs with which I had good luck, for about 85 per cent. of them hatched out, and when they were ready to sell I realized a good profit on them. My small experience in the chicken business taught me that it would be a good line for any one to follow, as there is always a good market for the chickens and the eggs. In telling you what I have done on a farm I have tried to show you that, while a blind man cannot do everything on a farm, still he can do a great many things, and most of these things he can do as well as a person with sight."

Another ex-pupil, also totally blind, writing to me about his work as a tuner and repairer, had just listened to the reading of what I have quoted, and he said: "I want to back Orville on all he has said with regard to a blind man on a farm. I just want to say that I go through nearly the same as mentioned by my good friend. I can mention something more that I have done that my friend did not. I think so much of horses that I ventured to halter breaking colts. I have three to show for my work in that line, and I generally have the harness on them before they are very old. I honestly believe that a blind person, a girl or boy, has a greater chance to do a lot of work on the farm than those in the city, unless the latter have a good paying job. I make a number of hammocks each spring, which I get rid of quite easily, and get the price I put on them. You see that I am not near a large town or city, and it is very seldom that any factory-made hammocks are brought in, and that helps me a lot. As a side line, a year ago this spring I bought some cattle. As we have lots of pasture for young cattle, father told me that he would pasture them for me, and I had good luck, as in eight months I doubled the money. I have learned to take my part with the sighted people, and I think the sooner one gets at it the better he will get along in life. I certainly ap-

prove of the Sloyd room. The boys must not give up when they hit their fingers instead of the nail. I expect to be driving nails soon, as we have about five thousand shingles to lay, and as the other men are working on the land, I shall have most of that job myself. I have been at it before, so I know how it goes. I like it. As it is near milking time, I must stop. Excuse mistakes and slip dots."

House Work

This is the story one of my big girls told to her fellow pupils: "The work in the farm house differs very little from the work in the city house, except that there are more pans to be washed in the country on account of the milking and churning and the feeding of the poultry. Notwithstanding my blindness I can wash and dry dishes, arrange and put them away in the cupboard or pantry; I can keep the pantry neat, put clean papers on the shelves, and scrub the table, the shelves and the floor whenever this is needed. I can lay the cloth and set the table for any meal; when the meal is ended I can clear the table and put the victuals away. I can clean, prepare and cook any vegetables, preferring those which have to be peeled to cabbage, which has to be cut, and celery, which often requires light scraping to remove any little specks; but if there be no one else to do it, I can and would prepare either or both of these vegetables. I can scrub, and though I may often rub a little harder than is really necessary, or take longer to do them than sighted persons take, I can wash and put the clothes out to dry. I can iron any of the plain clothes, but feel rather backward in trying the starched clothes. I can bake bread; also cakes and biscuits, and even pies if some are needed, and there is no one else to do it. I can make tea or coffee, or cocoa, and pour them out. I can brush off the stove, and I can light the fire, and clean and light the lamps. I can make the beds and tidy and keep in neat order the bedrooms. I can dust and shake out the mats, beat the carpets in housecleaning time, and clean the windows in an emergency. I can peel and prepare fruit for canning or preserving, clean currants or berries, put the sugar on them when they are in the preserving kettle, and though I would rather that some one else should do it, I can fill cans when the preserve is ready. I can close the cans and put them away. In a word, I can do almost anything in the home that any other girl with her full sight can do. I admit it may take a blind person a little longer to do some things that a sighted person would take at the same work, but when the work is finished it will be found to be done just as well, and in many cases much better, by the blind girl than the sighted one. We are so anxious to do our work well that we do it with extra care. There are a few things around the house that a blind girl cannot do well, but these are very few."

Another young lady, who had removed to British Columbia with her parents, wrote: "I feel very grateful for the privilege of spending five years in the O.S.B. The little I learned in cooking has been of great use to me since I came west, and I think as many of the girls as can should take it up. We never know when we may be called on to cook a meal, and it is well to have a little experience. There is very little in the line of housework that I cannot do, and I also earn considerable pocket money with my fancy work. I think there are lots of things a blind girl can do if she tries to make herself independent."

Still another: "I think you will be interested to know how my time is spent. The work I do is chiefly house duties—washing, scrubbing, ironing, dish-washing, helping to churn, helping some in cooking. As for polishing stoves, it seems difficult; I never do any more than the top and damper, although perhaps patience is all that is needed. It was my delight to husk corn in autumn. Since I left school I always try threshing our beans and succeed so well that it seems satisfactory to

all. I have just a way of my own. I think you would laugh to see me. When my sister was ill, I managed to get the work done very well. I exhibited my bead-work at the township Fair, receiving first prize, the honour being due to the skilful teaching at the O.S.B."

"Ab uno disce omnes"

Such are some of the occupations in which blind men and women with whom I am acquainted have succeeded and are succeeding in earning an honourable living. I have intentionally curtailed the list, for the reason that representatives of other schools are expected to speak on this topic, and it is right that they should have a clear field to discuss trades and occupations concerning which they know more than I do. You will observe that I have not mentioned teaching the blind in schools or in shops as a suitable occupation for blind men and women. Will any of us here present live to witness, and to celebrate the obliteration of the fallacy that the blind are all cast in a single mould; that what one blind person can do all blind persons can do; that attendance at a school for the blind ought to guarantee to every pupil, weak or strong, wise or foolish, indolent or industrous, neat or slovenly, honest or dishonest, the ability to procure, unaided, a comfortable living? In spite of all that has been spoken and written by those who have made a study of blindness, the public misapprehension on this branch of the subject survives. The late Mr. Anagnos, of Massachusetts, said at the Convention in 1904: "Very few of the blind in Europe are self-supporting. Three-fourths of them are paupers, some earn a part of their living, and two-thirds are supplied by alms. Thirty per cent. of those who went through the Massachusetts school were incapable of earning a living."

Mr. McCune, of Iowa, said in 1890: "For those who have learned some trade in the schools, but who lack ability to manage, and for that numerous class who lack home and kin, industrial establishments should be provided. These working homes have been much criticised, but nothing better has yet been found. The proper way to care for this class of the blind is a problem that no one has been able to solve."

Mr. Bliss, of Wisconsin, said: "Deprived of all sentiment the institution is practically a monument of charity, established and maintained by the generous philanthropy of a Christian commonwealth. The inmates belong to the defective classes and are universally recognized as such."

Mr. Smead, of Ohio, said: "What shall our students do when they go out from the fostering care of our Institution? is a question that has been pressing ever since schools for the blind were established. The schools cannot make finished scholars of all. Schools for the seeing cannot do that. They can make accomplished musicians of comparatively few. The tuning department can make competent tuners of those only who are able to acquire the requisite skill of ear and hand. It is the aim of all schools for the blind, so far as possible, to fit their students to be self-supporting. In the first place, our students ought to be prepared to be reputable and useful members of society. A blind man who is filthy in his person and speech, ill-mannered and uncouth, dishonest and tricky, will fail of acquiring the confidence of decent people, and so far will be hampered in anything he undertakes to do. The world may pity him, but it will not tolerate him."

Schools Without Workshops

A word about the best kind of industrial training and the place or places in which it should be imparted. Twelve years ago I went to the Convention at St. Louis, bearing a paper with the inquiry, "What occupations will provide a liveli-

hood for the young men and young women who outgrow the School?" In my innocence I imagined that I needed only to state my question, listen attentively to the replies of the older and more experienced Superintendents, go back home and make practical application of their instructions. I told about the things taught in the Brantford school, said that for various reasons basket-making had become unpopular; that "pupils are so persistent in their applications for instruction in piano-tuning, that I fear some who are not qualified by nature to succeed in that trade, are wasting their time at it, to the neglect of things that might be of real use to them. They get through with the literary curriculum in a few years, and as the limitation of the number of pianos makes it impracticable for any one pupil to work at either piano practice or piano tuning more than three hours per day, there is too much loafing about the premises, to the deteriment of mind and body. A boy with his sight spends five years in learning a trade, and works in a shop nine or ten hours each day, six days a week. How many years should it require for a blind boy to learn the same or a similar trade, when he works at it only two or three hours per day, five days a week, and takes three months vacation in summer? The average boy at school or college is in a hurry to get through, so that outgo may cease and income begin. Possibly the boy in the Blind Institution reasons that he will not be able to make a much better living after he acquires his trade than he is getting in the school, with a minimum of exertion and free of cost to himself or his relatives; therefore why should he be in a hurry to graduate?" I quoted a list of industries recommended for the blind by the manager of the Royal Blind Asylum, Edinburgh, and suggested that, as some of the trades which are fairly remunerative in Britain might not be suitable for this continent, I would be glad to get the results of American experience regarding the several items.

In the discussion which followed the reading of my paper, Mr. Wait, of New York city, took very strong grounds against teaching trades in Blind Schools, affirming that the blind youth should be given the same kind of education as their seeing brothers and sisters, and then left to find their vocations. In the New York Institution, he said, manual training was given, but trades were not taught. The seeing boy is not expected to learn a trade while pursuing his literary course. Why should more be required of the blind than of those who can see?

The next year (1905) Mr. Anagnos, of Boston, devoted much space to this subject in his Annual Report, declaring that "the obstacles, which hinder almost all persons bereft of the visual sense from engaging advantageously in handicrafts or from seeking to obtain employment in factories, are insurmountable, and no expedients nor devices of any sort can remove or lessen them. Hence, in our efforts to uplift the blind and equip them adequately to fight the battle of life successfully, we must follow the path indicated by reason and common sense; in other words, all our efforts should be devoted to the development and cultivation of the brain. Instead of giving a prominent place to handicrafts and endeavouring to teach several of them at a great expense of money and time, we must strive first and above all to increase the intelligence of our pupils, to awaken their insight and to strengthen their judgment, upon which their fortune depends. We must give them perfect knowledge and mastery of their own inner selves and inculcate in them the spirit of self-reliance and independence for success in life. By this system of education we hope to produce men and women of a fine type, strong, hardy, self-reliant, brave, enterprising, discreet. We purpose to make them capable of reasoning and judging, of thinking and planning, of deciding and executing."

I quote my comment, made eleven years ago: "The ideas presented by Mr. Anagnos, based upon the experience of many years are entitled to the greatest

respect. There is room at the top: but in every school—for the blind and for the seeing—there are many pupils whom no amount of training can qualify to fill high positions in professional or commercial life. Unless these earn a living with their hands, they will not earn it at all."

As nearly as I can recall the impressions produced by the perusal of Mr. Anagnos' beautiful sentences, I thought he was dodging the issue and burying the disagreeable facts under a mountain of glittering generalities.

The next year (1906) there was considerable discussion on the separation of the scholastic from the industrial work for the blind and the separation of blind adults from blind children. Mr. Wait, of New York City, wrote that "the admission and instruction of adults and children in the same school can only be justified on the supposition that blindness, in some mysterious way, eliminates the difference that otherwise exists between adults and children, and brings them upon a common plane so that they mingle together, without detriment, in the close relationship which exists in a residential school. If adults are to be instructed, moral and social, no less than educational, considerations require that the work should be done in schools separate from those devoted to children. Closely related to the question last considered is that of industries or trades in connection with the school. The vocation of skilled trade belongs to the period of maturity, and it follows that if adults are admitted to the school with minors, a strong inducement is at once furnished for the establishment of a trade school and manufacturing department, while, on the other hand, the existence of such department opens the way for the admission of adults to be trained to work in it. The industrial feature tends to become dominant. The schools in Boston, Philadelphia and New York city have each had a long, trying and costly experience in the matter, and it was found that the prime and essential work of education was subordinated to the conditions created and the demands made by the industries. The morals of the school were greatly impaired. The younger pupils were unduly influenced by the adults, whose mental attitudes, dispositions and physical habits were often taken up by the younger pupils, making them in greater or less degree the echoes and shadows of the older ones. Instead of a sense of self-reliance, there was developed a feeling of meritorious and, therefore, deserving dependence, which it was felt to be somebody's duty to recognize and provide for. Finally it became necessary to abandon the industrial experiment in order to save the institutions for the strictly educational work for which they were established. Looking to any lasting good conferred upon the pupils through the training in trades, by making them self-reliant and desirous to be self-supporting, the experiment was practically void of results.

"From the foregoing the conclusion is clear that trades or industries cannot be properly combined with ordinary educational work in a school of this kind. If trades are to be taught and industries are to be carried on, they should be taken up after school studies have been completed, and in a place far removed from the school proper."

With the added experience of a decade, I am to-day in entire accord with the opinions expressed by Mr. Anagnos and Mr. Wait, in the extracts above quoted with regard to the immediate and permanent divorce of the industrial departments from the schools for the education of blind boys and girls. I have seen the evil effects of association and imitation, such as Mr. Wait so graphically describes them —little boys taught by the example of grown men to smoke and to swear, to defy rules of conduct and frame lying excuses for disobedience, returning sneers instead of gratitude for all that was done to promote their welfare, hating work, despising discipline and prematurely developing into candidates for admission to a

poorhouse. I have seen boys weaned away from their literary work before they were half educated, and other boys unable or unwilling to take much needed exercise in the gymnasium on account of the demands of the tuning shop or the willow shop upon their time. Talk about the development of independence—with the older occupants of the shop preaching in shop caucases the doctrine that every employer of labour should be regarded as a natural enemy—I have seen sons of wealthy parents sore and disgruntled because they were not provided with retiring outfits of tools and materials at Government expense—they felt and freely said that they "had a right to everything that was going," and they had no thought of shame at the receipt of charity which they did not require.

While I believe the State should provide instruction and employment for blind adults, including the returned soldiers who have been blinded in battle, making up the difference between shop expenses and receipts out of general taxation, as is done in Milwaukee, I am fully persuaded that the time for a blind boy to learn the trade upon which he will depend for his livelihood is after, and not during his term at school; and the place in which he learns his trade should be many miles distant from the school in which he learns to read, write and cipher.

The discussion on Mr. Gardiner's paper was led by Superintendent J. T. Hooper, of the Janesville, Wisconsin, School, who pointed out that the present tendency in schools for the seeing is to pay more attention to technical and vocational education, and what was good for the seeing could not be bad for the blind.

In the evening Captain Clarence McKinnon, former Principal of Pine Hill (Presbyterian) College, but now Chaplain in the 219th Overseas Battalion, delivered an address on "Education," discussing the effect of the present war on our educational ideals.

"It is the battle of the intellect that determines the destiny of the world," said Captain McKinnon. "The educational institutions of the land must strive to construct in each individual a type of man that while he is a free man he is educated with sociological instinct, making him a loyal member of the state. Give the boy and girl a broad perception, make him see beyond his village or town or country, make him grow up with sociological habit that makes him a member of society fulfilling that dream of the Divine Saviour, the brotherhood of men," was Captain McKinnon's solution to the problem of education as effected by the war.

At the Thursday morning session, Sir Frederick Fraser, of the Halifax School, read a paper on the Psychology of the Blind which dwelt upon the assistance rendered by touch in visualizing objects. Mr. Latimer, of the Maryland School, led the discussion, which became general, each speaker giving extracts from his experience in trying to make blind people understand what different things looked like. Mr. Gardiner told of the procession of interested pupils who had come to his office to handle an old Snider rifle with bayonet attached.

"What degree of defective vision renders a child eligible to attend a School for the Blind? How should we teach the Partially Sighted?" was the title of a particularly interesting paper read by Mr. E. M. VanCleve, of the New York City School, the discussion on which was opened by Mr. Ray, of North Carolina. Showing how children with imperfect sight are taught in the Public Schools of Cleveland, Ohio, Mr. Irwin exhibited books printed in 36 point type.

In the afternoon there was an excursion on Halifax Harbour, and as some of the delegates had to leave early Friday morning, it was decided to finish the programme on Thursday night. Three Round Tables were largely attended, Superintendent Dow, of Minnesota, leading the discussion on "What Can we do to Cure

Blindisms?" He suggested that the reason blind children indulged in peculiar motions was because they could not see how other children acted. Mr. Latimer thought the motions were caused by the desire for exercise and the fear to move in any direction beyond a limited space. Mr. Gardiner told of cases in which he had found it impossible to eradicate the habits acquired in early childhood, usually, he believed, because the mothers, doing their own housework and having other children to care for, had not time to give special attention to the blind child.

Mrs. George D. Eaton, of the Iowa College for the Blind, contributed a paper on "Reading to Our Pupils; the kind, amount and time advisable," and Miss Merwin, of the Kentucky School, introduced the topic, "Diversions for Our Pupils."

Adjourning to the main hall, the delegates heard a paper by Mr. Argo, of the Colorado School, on "How Best to Teach the Institution Child the Value of a Dollar." Mr. Argo used his chicken farm as an illustration of his theory, that the dollar is appreciated when it is earned by personal labour. Mr. Oliphant, of Georgia, led the discussion.

After passing the customary resolutions, Mr. G. S. McAloney, of the Western Pennsylvania School, was elected President of the Association, and it was decided to hold the next Convention at Colorado Springs.

Letter of Resignation

27th July, 1916.

SIR:

After thirteen years' service, I have the honour to submit my resignation as Principal of the Ontario School for the Blind, to take effect—if you can conveniently select and appoint my successor by that date—at the end of August.

With forty-seven years of constant application to literary and educational work to my credit, I feel entitled to more leisure and less worry, during the portion of life that may be left to me, than I could hope to enjoy in this occupation; and I prefer to retire while health and strength enable me to say that I have never neglected any duty, nor avoided any labour, that could promote the welfare of the juvenile or adult blind—that I have always been on hand, and always on time.

Work for the blind has been to me a labour of love. I am pleased with and proud of the improvements that have been made to the buildings and appliances of the School during my term of office—with special satisfaction I refer to the point-print text-books and music which are to a large extent the result of the work of my own head and hands. In severing my official relations with the School, I shall not cease to be interested in its prosperity, and I shall always be delighted to hear of the success of its pupils.

I am pleased to testify to the uniform courtesy shown me by yourself and the members of your official staff in our frequent consultations on matters relating to the management and improvement of the School; and I have to thank you for the kind interest you have always taken in the blind, and for the liberal support you have given from year to year to measures which I have recommended for the amelioration of their condition.

I have the honour to be,
Sir,
Your obedient servant,
H. F. GARDINER,
Principal, O.S.B.

HON. R. A. PYNE,
Minister of Education, Toronto.

Reply

ONTARIO DEPARTMENT OF EDUCATION,
Toronto, August 2nd, 1916.

DEAR PRINCIPAL GARDINER:

I received your letter of the 27th ult., intimating your wish to resign, and have laid it before my colleagues of the Cabinet. In accepting it, I desire to acknowledge your friendly sentiments as to our official relations during the past ten years and to assure you that they are reciprocated. For the reasons given by you your decision to retire seems a perfectly natural one, and I trust you have years of health and congenial work before you. The officials of the Department, as well as myself, unite in cordial wishes for your welfare. The arrangements for the coming school term can all be made without difficulty, so that your desire to be released at the end of August can be met.

I am,
Yours sincerely,
R. A. PYNE,
Minister of Education.

PRINCIPAL GARDINER,
Institute for the Blind,
Brantford, Ont.

31st July, 1916.

To the Pupils and ex-Pupils of the Ontario School for the Blind, and their Parents.

DEAR FRIENDS:

Having completed thirteen years' service as Principal of the Ontario School for the Blind, I have decided to tender my resignation to the Minister of Education, to take effect during this summer vacation, thus leaving time for my successor to get ready for duty at the beginning of the next session in September. In consideration of our friendly relations throughout the past years, I have thought it well to prevent any possible misapprehension by assuring you that my retirement is entirely voluntary, and has not been suggested by anyone outside of my own family. I had contemplated giving up the position two years ago, feeling that after forty-five years of strenuous labour in newspaper and educational work I had fairly earned the right to a period of comparative ease; but the wish to complete some literary and musical undertakings in the point printing office, and the financial uncertainty following the outbreak of the war, delayed the fulfilment of my intention. I have been blessed with better health and greater capacity for work than most men of my age are privileged to enjoy, and by constant study and close observation I have managed to obtain information, and to introduce improvements, which have been helpful to the blind in and out of the School; but I entertain no delusions about the difficulty of filling a vacant place, hence I go out with full confidence that the School will continue to improve in the future as it has done in the past.

To the pupils who have worked faithfully for their own benefit and to the parents who have encouraged me by repeated expressions of appreciation and grati-

tude, my acknowledgments are due and are herewith presented. I also testify with pleasure to the uniform courtesy of the Minister of Education and his official staff in our frequent consultations. Whether my remaining days be few or many, I shall always be glad to hear of the prosperity of the School and of the success and happiness of those to whose welfare practically all my time and thought for years have been devoted. There have been some disappointments and annoyances during my term of office, but much good and useful work has been accomplished, and I have hope and faith that the lessons in industry and punctuality, in honesty and veracity, in perseverance and optimism, which I have tried to teach by daily example as well as by occasional exhortation, will have an influence on many lives long after I shall have passed away.

Good-bye, dear children and friends. God bless you all.

H. F. Gardiner.

Ontario School for the Blind

STATISTICS FOR THE YEAR ENDING 31st OCTOBER, 1916

I.—Attendance

	Male	Female	Total
Attendance for portion of year ending 30th September, 1872	20	14	34
" for year ending 30th September, 1873	44	24	68
" " " 1874	66	46	112
" " " 1875	89	50	139
" " " 1876	84	64	148
" " " 1877	76	72	148
" " " 1878	91	84	175
" " " 1879	100	100	200
" " " 1880	105	93	198
" " " 1881	103	98	201
" " " 1882	94	73	167
" " " 1883	88	72	160
" " " 1884	71	69	140
" " " 1885	86	74	160
" " " 1886	93	71	164
" " " 1887	93	62	155
" " " 1888	94	62	156
" " " 1889	99	68	167
" " " 1890	95	69	164
" " " 1891	91	67	158
" " " 1892	85	70	155
" " " 1893	90	64	154
" " " 1894	84	66	150
" " " 1895	82	68	150
" " " 1896	72	69	141
" " " 1897	76	73	149
" " " 1898	74	73	147
" " " 1899	77	71	148
" " " 1900	77	67	144
" " " 1901	72	66	138
" " " 1902	68	70	138
" " " 1903	67	64	131
" " " 1904	68	66	134
" " " 1905	67	74	141
" " " 1906	71	76	147
" " " 1907	72	72	144
" " " 1908	71	68	139
" " " 1909	72	70	142
" " 31st October, 1910	77	67	144
" " " 1911	76	61	137
" " " 1912	69	55	124
" " " 1913	62	62	124
" " " 1914	65	50	124
" " " 1915	70	62	132
" " " 1916	82	61	143

II.—Age of Pupils

	No.		No.
Five years	0	Seventeen years	8
Six "	0	Eighteen "	8
Seven "	2	Nineteen "	4
Eight "	10	Twenty "	7
Nine "	9	Twenty-one "	5
Ten "	6	Twenty-two "	7
Eleven "	6	Twenty-three "	2
Twelve "	10	Twenty-four "	3
Thirteen "	14	Twenty-five "	2
Fourteen "	8	Over twenty-five years	8
Fifteen "	11		
Sixteen "	13	Total	143

III.—Nationality of Parents

—	No.	—	No.
Austrian	1	Newfoundlander	1
American	2	Swedish	.....
Canadian	65	Russian	2
English	48	Scotch	10
Irish	7	Unknown	1
Italian	1	Welsh	3
Galician	.....	Polish	.....
German	2		
Hungarian	.....	Total	143

IV.—Denomination of Parents

—	No.	—	No.
Congregational	1	Salvationist	.....
Christian Science	3	Lutheran	2
Baptist	5	Jewish	1
Disciples	1	Greek Catholic	1
Episcopalian	42	Unknown	1
Methodist	41	United Brethren	.....
Presbyterian	28		
Roman Catholic	17	Total	143

V.—Occupation of Parents

—	No.	—	No.
Accountants	2	Jeweller	1
Agents	3	Labourers	30
Baker	1	Liveryman	1
Bar-tender	1	Manufacturers	2
Barbers	2	Machinist	1
Blacksmith	1	Miller	1
Bill Poster	.....	Merchants	6
Book-keeper	1	Moulders	1
Bricklayer	1	Miners	2
Butcher	1	Painters	2
Cabinetmakers	2	Pedlar	1
Carpenters	10	Plasterer	1
Clergyman	1	Policemen	2
Caretakers	2	Police Magistrate	1
Clerk	1	Plumber	1
Confectioner	1	Railway employees	5
Drayman	1	Publisher	1
Dairyman	1	Sheet metal worker	1
Drover	.....	Shoemakers	2
Electrician	.....	Soldiers	4
Engineers	2	Stove mounter	1
Farmers	23	Stone mason	1
Fireman	1	Teamster	1
Fishermen	2	Tinsmith	1
Foreman	1	Tuners	2
Gardeners	3	Unknown	3
Government officer	.....	Wheelwright	1
Glass Blower	1		
Fruiterer	1	Total	143
Hackman	1		

VI.—Cities and Counties from which pupils were received during the official year ending 31st October, 1916

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Addington	1	....	1	County of Northumberland	1	....	1
District of Algoma	3	2	5	" Ontario	1	2	3
City of Belleville	....	....	....	City of Ottawa	4	2	6
County of Brant	....	1	1	County of Oxford	....	....	....
City of Brantford	....	2	2	" Perth	....	2	2
County of Bruce	3	3	6	City of Peterborough	....	....	....
" Carleton	....	1	1	County of Prince Edward	....	....	....
" Dufferin	....	....	....	" Prescott	....	....	....
" Durham	....	....	....	" Russell	....	1	1
" Elgin	....	....	....	City of St. Catharines	2	1	3
" Essex	1	2	3	" St. Thomas	1	....	1
" Glengarry	....	1	1	" Stratford	....	....	....
" Grey	1	1	2	County of Simcoe	2	1	3
City of Guelph	....	1	1	" Stormont	....	....	....
County of Haldimand	....	....	....	City of Toronto	17	8	25
" Haliburton	....	....	....	County of Victoria	....	....	....
" Halton	....	....	....	" Waterloo	....	....	....
City of Hamilton	5	5	10	" Welland	....	1	1
County of Hastings	1	1	2	" Wellington	....	....	....
" Huron	2	3	5	" Wentworth	....	1	1
" Kent	1	3	4	" York	2	1	3
" Lambton	1	2	3	District of Parry Sound	1	....	1
" Leeds	3	1	4	Saskatchewan	6	2	8
" Lanark	1	....	1	Alberta	3	....	3
City of London	1	1	2	Manitoba	5	6	11
County of Middlesex	....	1	1	British Columbia	6	....	6
District of Muskoka	....	1	1	Quebec	1	....	1
District of Nipissing	3	2	5	County of Norfolk	....	1	1
City of Kingston	1	....	1	City of Niagara Falls	....	1	1
County of Peel	2	....	2				
				Total	82	61	143

VII.—Cities and Counties from which pupils were received from the opening of the School till 31st October, 1916

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Addington	1	....	1	County of Haliburton	1	....	1
District of Algoma	10	5	15	" Halton	7	3	10
City of Belleville	4	1	5	City of Hamilton	23	23	46
County of Brant	9	8	17	County of Hastings	6	6	12
City of Brantford	17	13	30	" Huron	14	13	27
County of Bruce	10	12	22	City of Kingston	8	4	12
" Carleton	2	2	4	County of Kent	11	8	19
" Dufferin	2	1	3	" Lambton	20	8	28
" Dundas	3	3	6	" Leeds	15	5	20
" Durham	4	4	8	" Lanark	4	4	8
" Elgin	7	6	13	" Lennox	4	1	5
" Essex	15	22	37	" Lincoln	3	3	6
" Frontenac	5	3	8	City of London	12	11	23
" Glengarry	8	1	9	County of Middlesex	10	13	23
" Grenville	2	2	4	District of Muskoka	3	3	6
" Grey	11	12	23	County of Norfolk	11	10	21
City of Guelph	4	4	8	City of Niagara Falls	....	1	1
County of Haldimand	4	5	9	District of Nipissing	9	6	15

VII,—Cities and Counties from which pupils were received from the opening of the School till 31st October, 1916—Concluded

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Northumberland	6	9	15	City of Toronto	80	54	134
" Ontario	8	13	21	County of Victoria	8	2	10
City of Ottawa	24	7	31	" Waterloo	12	6	18
County of Oxford	8	13	21	" Welland	9	6	15
" Peel	4	1	5	" Wellington	10	8	18
" Perth	5	11	16	" Wentworth	10	11	21
" Peterborough	13	5	18	" York	21	17	38
" Prince Edward	7	2	9	District of Parry Sound	3	....	3
" Prescott	4	....	4	Province of Quebec	5	1	6
" Renfrew	8	6	14	Saskatchewan	7	6	13
" Russell	5	3	8	British Columbia	9	....	9
City of St. Catharines	3	2	5	Manitoba	10	8	18
" St. Thomas	4	2	6	Alberta	5	3	8
" Stratford	3	1	4	United States	1	....	1
County of Simcoe	13	11	24				
" Stormont	5	1	6		589	435	1,024

VIII.—Cities and Counties from which pupils were received who were in residence on 31st October, 1916

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Addington	1	....	1	County of Ontario	1	2	3
District of Algoma	3	1	4	City of Ottawa	4	3	7
City of Belleville	....	....	....	County of Oxford	....	....	.....
County of Brant	....	1	1	" Perth	....	2	2
City of Brantford	....	1	1	City of Peterborough	....	....	.....
County of Bruce	3	....	3	County of Prince Edward	....	....	.....
" Carleton	....	....	....	" Prescott	....	....	.....
" Durham	....	....	....	" Russell	....	1	1
" Elgin	....	....	....	City of St. Catharines	2	1	3
" Essex	....	2	2	" St. Thomas	1	....	1
" Glengarry	....	1	1	" Stratford	....	....	.....
" Grey	1	1	2	County of Simcoe	2	1	3
City of Guelph	....	....	....	" Stormont	....	....	.....
County of Haliburton	....	....	....	City of Toronto	15	4	19
City of Hamilton	4	2	6	County of Victoria	....	....	.....
County of Hastings	1	1	2	" Waterloo	....	....	.....
" Huron	2	3	5	" Welland	....	1	1
" Kent	....	3	3	" Wellington	....	....	.....
" Lambton	....	2	2	" Wentworth	....	1	1
" Leeds	1	1	2	" York	2	1	3
" Lanark	1	....	1	District of Parry Sound	....	1	1
City of London	1	....	1	Quebec	....	1	1
County of Middlesex	....	....	....	Manitoba	5	6	11
District of Muskoka	....	1	1	Saskatchewan	4	1	5
" Nipissing	3	1	4	Alberta	2	....	2
City of Niagara Falls	....	....	....	British Columbia	....	4	4
County of Norfolk	....	....	....	City of Kingston	1	....	1
" Northumberland	1	....	1	" Niagara Falls	....	1	1
County of Peel	2	....	2				
				Totals	69	46	115

Ontario School for the Blind

MAINTENANCE EXPENDITURE FOR THE YEAR ENDING OCTOBER 31st, 1916, COMPARED WITH THE PREVIOUS YEAR

Item No.	Service	31st October, 1915			31st October, 1916		
		Total expenditure, 1915	Per Capita Average 109 pupils per year	Per Capita Average per week	Total expenditure, 1916	Per Capita Average 112 pupils per year	Per Capita Average per week
		$ c.	$ c.	c.M.	$ c.	$ c.	c.M.
1	Medicine, etc	207 76	1 91	3.5	260 89	2 33	4.5
2	Meat, Fish and Fowl	2,673 19	24 52	45.4	2,930 34	26 16	50.3
3	Flour, Bread and Biscuits	636 22	5 84	10.8	650 10	5 81	11.2
4	Butter and Lard	1,679 87	15 41	28.5	1,830 23	16 34	31.5
5	General Groceries	1,965 21	18 03	33.4	2,263 07	20 21	38.9
6	Fruit and Vegetables	263 59	2 42	4.5	717 06	6 40	12.3
7	Bedding, Clothing, etc	361 28	3 31	6.2	434 28	3 88	7.5
8	Fuel—Wood, Coal and Gas	4,750 28	43 58	80.7	5,326 77	47 56	91.5
9	Light—Gas and Electric	754 53	6 92	12.8	741 24	6 62	12.7
10	Laundry—Soap, etc	425 44	3 90	7.2	437 59	3 91	7.5
11	Furniture and Furnishings	650 19	5 97	11.1	796 29	7 11	13.8
12	Farm and Garden	720 91	6 61	12.2	796 24	7 11	13.8
13	Repairs and Alterations	1,168 90	10 72	19.9	1,144 98	10 22	19.7
14	Advertising and Printing	554 39	5 09	9.4	739 67	6 60	12.5
15	Books and Apparatus	1,353 15	12 41	23.0	1,171 17	10 46	21.1
16	Miscellaneous	1,496 44	13 73	25.4	1,649 87	14 73	28.3
17	Pupils' Sittings in Church	200 00	1 83	3.4	200 00	1 79	3.4
18	Rent of Hydrants	160 00	1 47	2.7	160 00	1 43	2.7
19	Water Supply	417 02	3 83	7.0	542 98	4 85	9.3
20	Salaries and Wages	24,870 43	228 17	422.5	25,352 47	226 36	435.3
21	Special—						
	Repairs to Pianos and Organs	144 58	1 33	2.5	129 21	1 15	2.2
	Hardware, Paint, etc	340 52	3 12	5.8	404 70	3 61	6.9
	Workshop—Willow Department	411 93	3 78	7.0	231 31	2 06	3.9
	Engineer's Supplies	233 87	2 15	4.0	210 25	1 88	3.5
	Models and Tools	73 20	67	1.2	100 61	90	1.7
	Vote 122, Item 2	.....	.....	.....	265 05	2 37	4.5
	Special Warrant (Cows)	.....	.....	.....	425 00	3 79	7.3
	" " (Pianos)	.....	.....	.....	965 00	8 61	16.5
	New Boiler in Kitchen	47 50	44	.8	.....	.....	.....
	New Refrigerator	322 76	2 96	5.5	.....	.....	.....
	New Mangle for Laundry	866 50	7 95	14.8	.....	.....	.....
		47,749 66	438 07	811.2	50,876 37	454 25	873.3

Certified correct,
G. H. RYERSON,
Bursar.

MINISTRY OF EDUCATION, ONTARIO
COMMUNICATION SERVICES BRANCH
13TH FLOOR, MOWAT BLOCK
TORONTO, ONTARIO M7A 1L3